

# PERFORMANCE OF A TEACHER

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**Abstract**—Teacher appraisal is a mechanism for improving teaching and learning. We all agree that teachers' professional competence and conscientiousness are the keys to the delivery of quality education in schools. In a well-designed staff appraisal system, the instruments and procedures can constitute valuable professional development for teachers and enable the school management to assess teacher's performance. The teacher appraisal system assists in recognizing and encouraging good performance and identifying areas for development, and improving overall performance of teachers.

**Index Terms**— Teacher, Professional Competence, Education, Teachers Performance

## I. INTRODUCTION

To enable public sector schools to implement school-based management, they have been given greater autonomy in the delivery of education and the deployment of resources. The ultimate aim of school-based management is to empower schools to develop their own characteristics and deliver quality education to meet the needs of their pupils, improving their achievement and learning outcomes. To practice schools-based management, schools have to set goals, draw up their personnel, resource and instructional policies and conduct self-evaluation.

### OBJECTIVES OF TEACHER PERFORMANCE MANAGEMENT:

**1) Accountability:** To set agreed performance targets and monitor the progress by measuring actual performance against the targets to assist school management in assessing teachers performance, ensuring that teachers commit to their duties and that they develop their teaching effectiveness in order to provide quality education to help identify and resolve cases of underperformance out provide school management with proper records, which serve as important references in the selection for promotion and in helping underachieving teachers.

**2) Staff Motivation:** To recognize the achievements of teachers appraise effective teaching practice and encourage the development of quality teaching to provide constructive feedback to individual teachers.

**3) Professional Development:** To assist teacher in identifying their potential and, areas and ways for improvement, so as to raise their professional standard and improve their team spirit, which support the overall development of the school to provide guidance, counseling and training to teachers having difficulties in their performance to provide relevant information on human

resource development for schools to plan appropriate teacher development activities.

### STRUCTURE OF TEACHER APPRAISAL:

The Appraisal systems have following 6 steps

#### 1. Appraisal Cycle:

School may decide whether the appraisal cycle should be one year or a continuous period of two years. To reduce the workload involved, a school may choose a one-year cycle for half of the teachers in alternate school years. The appraisal cycle for new teachers in their probation period should be considered separately. For experienced teachers, a school may also adopt a cycle with a combination of one-year or two-year period (for formative appraisal, which alternates with a one-year summative appraisal).

#### 2. Selection and Training of Appraisers:

Some of the methods adopted by schools in selecting appraisers are as follows:

For appraisal system intended for accountability purpose, the appraisers should be of a higher rank than the appraisees, for example:

- In a primary school, Certificated Master/Mistresses (AMs) are appraised by the Deputy Head and Assistant Masters/Mistresses (AMs) who are in turn appraised by the head teacher.
- In a secondary school, Graduate Master/Mistresses (GMs) is appraised by Senior Graduate Masters/Mistress (SGMs), who are in turn appraised by Principal Graduate Masters/Mistresses (PGMs) or the principal.

For appraisal system intended for professional development, selection of appraisers is mainly determined by the contents and areas of appraisal. If the focus is on teaching, the appraisers should be the panel heads or senior teachers of the respective subjects. On the other hand, if the focus is on special duties e.g. counseling, the appraiser

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should be the leader of the respective duty team. However, it is not necessary for the appraiser to be of a senior rank. If the objective of the appraisal is to improve teaching methods and skills, schools may allow teachers to pair up voluntarily to observe each other's lessons and be their appraisers of their counterparts.

Schools can use a mix of the above methods according to their needs, their development stage and individual duties of teachers.

### 3. Areas and Criteria of Appraisal:

The appraiser and appraisee should agree on the areas, criteria and appraisal methods during their.

### 4. Appraisal Methods:

Appraisal methods include collection of data on performance and appraisal interview.

#### (a) Collecting Information:

(i) Self-appraisal is an evaluation of one's own teaching performance. Involves a reflection on one's work, outcome and development needs. This method can encourage input from teachers in the appraisal process to share the responsibility of self-improvement and personal growth. This can provide appraisers with supplementary information.

(ii) Lesson Observation Lesson observation is to observe the process of teaching and learning in classroom. This activity is very important and essential in understanding teacher's effectiveness.

(iii) Scrutinizing Schemes of Work, Lesson plans and Marking of Exercise/Examination papers.

### 5. Appraisal Report:

Appraisal report is used to report the appraiser's performance systematically. It includes the appraiser's.

### 6. Complaints Procedures:

For appraisal systems involving summation or accountability, complaints procedures are normally available. Teachers may complain about his performance appraisal within a specified period of time (for example, four weeks from the appraisal interview). The SMC, in consultation with the teaching staff, should establish formal written procedures for handling such complaints.

### FINDING

The teacher appraisal system assists in recognizing and encouraging good performance identifying areas for

development, and improving overall performance of teachers.

The ultimate aim of teacher performance management is to empower schools to develop their own characteristics and deliver quality education to meet the needs of their pupils improving their achievements and learning outcomes.

Teacher performance management helps to assist teachers in identifying their potential and areas and areas and ways to for improvement so as to raise their professional standard and improve their team asperity.

Teacher performance management helps to recognize the achievements of teachers appraise effective teaching to provide constructive feedback to individual teachers.

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