

3.02A

MERCY EDUCATION POLICY 3.02A PERFORMANCE REVIEW OF PRINCIPALS

Rationale:

Mercy Education Ltd shares responsibility with the Principal for their professional growth and accountability to the community and for their professional performance. In discharging this responsibility it demonstrates the Mercy values of *justice, courage, hospitality, compassion, respect and service*.

Definition:

The Principal of a Mercy Educated Ltd college is the agent and representative of Mercy Education in matters pertaining to the leadership and management of the College. That leadership is acted out in the personal, spiritual and professional conduct of the Principal.

Policy Statement:

- A01 Mercy Education is the delegated authority which oversees the operation of the education ministry of the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG). Through its Board of Directors, Mercy Education is responsible and accountable to the Institute Leader and her Council for the governance and operation of the Mercy Education Ltd colleges owned by the Institute. It is the employer of the Principal and staff of the Colleges.
- A02 Mercy Education, as employer, owes a duty of loyalty to the Principal and should be proactive in ensuring that the Principal is cared for and supported. The effectiveness of each College as a Catholic educational institution remains the responsibility of Mercy Education and it is incumbent on Mercy Education to encourage the existence of a healthy professional relationship between itself and the Principal.
- A03 Mercy Education as the delegated and relevant Church Authority, through the Chief Executive, undertakes the responsibility of initiating and managing the Performance Review process.

A04 Mercy Education, through the Chief Executive, is responsible for the development and implementation of a process of induction for each Principal. The process begins from the time of appointment and continues with ongoing support from Directors and the Executive Office. An integral component of the induction process is participation by the Principal in the Mercy Ethos Program held in the founding house of Catherine McAuley in Dublin, Ireland. Participation is compulsory and occurs at the earliest opportunity so as to immerse the Principal in the Mercy founding story as soon as possible in the Principal's term of appointment.

A05 Mercy Education's 'Performance Review of Principals' has instituted many common procedures across the various State and Diocesan authorities and those procedures outlined by Mercy Education are framed within Catholic Education Office guidelines for the relevant Diocese.

The timing of the performance reviews for Mercy Education schools is adjusted to allow consistency with other Diocesan recommendations where Mercy Education operates schools.

The usual terms for appointment of a principal for the relevant State Diocesan authorities are stated in §3.01A: Appointment of Principals. The appraisal process consists of a cycle which encompasses annual review of leadership goals and articulation of priorities, and both Formative Appraisal and Summative Appraisal. The process of appraisal has three major components:

- (a) annual negotiation, between the Principal and the Chief Executive, of agreed leadership goals encompassing the role of the Principal and School Improvement Plan priorities;
- (b) a formative appraisal, validated by a visiting Panel. The formative appraisal will be conducted in the middle years of contracts;
- (c) a summative appraisal during the penultimate year of contract that will be a factor in informing Mercy Education's decision about a further period of contract.

The appraisals are considered to be a part of an overall review process and not a 'one-off' event.

A06 The purposes of Principal Performance Reviews are:

- a. To provide a positive, reflective and supportive environment in which the Principal can gain ongoing feedback and consider their recent performance in light of agreed leadership goals;
- b. To provide an opportunity for the Board to hold open discussions with the Principal, to acknowledge strengths and achievements and to identify areas or practices that may

- require further development to enable personal and professional growth;
- c. To inform decisions about the Principal's professional learning and career planning;
 - d. To provide the Principal with a means of accountability, an avenue to articulate a clear vision for the future of the College and to gain vital information for when the Board considers matters relating to the direction of the College and future contracts.
- A07 In addition, the purpose of Summative Appraisal is to evaluate the performance of the Principal over the period of the appointment, taking particular account of the progress made towards the adoption of the recommendations and goals in the report of the Formative Appraisal. The Summative Appraisal report is one element that can inform Mercy Education in considering the re-appointment of the Principal for a further term. The decision to re-appoint or not re-appoint is at the sole discretion of Board of Directors.
- A08 All matters relating to all stages of the review process are confidential to the Board Directors, the Chief Executive, the Principal, other personnel directly involved in the review process and the Institute Leadership Team.
- A09 The Mercy Education framework of key leadership areas is used to articulate the annual, agreed leadership goals by which the Principal's performance will be evaluated.
- A10 In the years in which Annual Goal Setting is conducted, the Principal will provide a written report to the Chief Executive addressing each of the agreed leadership goals and providing evidence to demonstrate the extent to which each goal has been met.
- A11 Formative and Summative Appraisal build on the annual reflection and dialogue regarding leadership goals. They also provide an opportunity for broader representatives of the College community to offer insights into the strengths of the Principal's leadership and to identify areas for future growth and development.
- A12 A key element of Formative Appraisal and Summative Appraisal is completion of a self-reflection report by the Principal, in which they describe their perception of their achievements, strengths and challenges and ideas for development during the period under review. In a Summative Appraisal, the focus should be on achievement of goals set in the previous Appraisal and Annual Goal Setting Meetings.
- A13 The Appraisal Report is distributed to the Principal and the Board of Mercy Education.

A14 Performance Review processes will be equitable and transparent, criterion-based and consistent with Commonwealth and State legislation.

Associated Procedures:

Procedure 3.02B: Performance Review of Principals

Related Documents:

Mercy Education Limited Employment Agreement for School Principals.

Recommended Conditions of Employment for Secondary Principals (November 2014)

Recommended Procedures for Catholic Secondary Principals (November 2014)

Catholic Education Melbourne Policy 2.2: Guidelines Relating to the Employment of Staff.

Catholic Education Commission of Western Australia Policy 2-C6: Appointment of Staff in Catholic Schools.

Catholic Education Office of Western Australia: Principal Appointment Procedures Manual 2012

Conditions of Employment for Principals and Deputy Principals of South Australian Catholic Diocesan Schools (October 2010)

Policy 3.01A: Appointment of Principals

Procedure 3.01B: Appointment of Principals

Policy 3.03A: Enrichment Leave for Principals

Procedure 3.03B: Enrichment Leave for Principals

Review History

2016

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2019