#### Appendix 4(j): Guidance Notes on Facilitating the Review Meeting

###### Annual Review

A post holder is required to undertake an annual review with the Principal/Deputy Principal. This review will be informed by the post holder’s annual report – see Appendix 3.

The review will include:

1. review of progress in the areas of responsibility;
2. review of the role in the context of the changing needs of the school;
3. review of professional development of the post holder.

As the needs and priorities of the school continuously evolve, this review may result in re- assignment of the post holder’s role and responsibilities within the leadership and management team.

Cognisance should also be taken of the importance of providing opportunities for post holders to build on and develop leadership skills and capacities within a number of leadership roles.

This is seen as an important element of their own professional development.

**Templates and Guidance notes are made available to staff.**

**AP completes report and emails to main office by agreed date.**

**Agree Schedule of P & DP meetings:**

**(30/40 min each)**

**Plan to meet without interruptions**

The focus at this meeting typically should be on reviewing the objectives agreed at the start of the year, discuss the successes to date and also areas for improvement for consideration in the following year.

The roles, responsibilities and objectives associated with the post should be discussed during the consultation with each post holder and **may be linked to school self-evaluation and some strategies used in school self-evaluation** may be applicable.

The Review meeting is informed by the completed Appendix 3 which is based on the completed Appendix 2 for the year. At the meeting or following the meeting an Appendix 2 for following year setting out the statement of roles, responsibilities and objectives should be completed and signed off by post holder and Principal.

#### The sample questions below might be used, SELECTIVELY, to stimulate discussion on the report submitted by the post holder:

**Ask questions and paraphrase:** *(refer to the report)*

* Can you tell me more about ...? What did you mean when you said ...? (Clarifications)
* So, what’s working? What has been the most satisfying aspect of the role for you this year?
* What’s not? The challenges? The constraints? Why do you think that is? What have you tried so far? What strategies might be useful in supporting you in with these challenges?
* What have you learned over the last year? About leadership? About your own practices as a leader?
* Given the evolving needs of the school, do you feel that there are aspects of your responsibilities that need emphasis or change?
* Do you feel that you are a valued member of the L&M team?
* How can the effectiveness of the team(s) be improved? Suggestions?
* If there was one thing you could change about your role last year what would it be?
* How do you see your role contributing to teaching and learning?
* Do you see this Management and Leadership structure contributing to student wellbeing?
* The development of student voice, participation and leadership is a priority in our school. In what way might your post support this?
* Is there assistance or support you would like to have available for you, for example in- service, coaching, mentoring, materials etc?
* What do see are the priorities for the school next year? next 3-5 years? How can you support progress in these areas?
* Any other areas you wish to discuss?

###### Discuss what and how:

* What I’d like you to do is...by....
* Here is some information ... are some examples/resources that might help you
* Here are some ideas/next steps we might want to consider What do you think?
* Considering the changing needs of the school, I wish to discuss with you the assigned objectives of your role(s) and responsibilities.
* I wish to discuss with you the assigned objectives and their continued relevance/ and suggest a new emphasis/ to bring clarity to some of them.
* Can we agree the objectives, for next year at this point?

###### Remember: This is an opportunity for a professional conversation where the school leaders spend time discussing leadership & management and teaching & learning in the school.

* Principal and Deputy Principal(s) read and discuss reports beforehand.

* Know the desired outcome before meeting takes place. * Stick to the facts.

* Describe concrete observations.

* Actively listen without interrupting. (AP has at least 60% speaking time) * Seek clarification and probe for understanding.

* Make sure the situation is well understood before moving on to give suggestions (Avoid jumping to conclusions)

* Feedback is a purposeful tool for changing one’s behaviour – agree on decisions and agree on specific next steps/next *“check in”* meeting.

* Keep it simple. (SMART Targets.)

###### Making decisions: The following grid may be useful when preparing for the professional conversation.

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| **What is working well?**  * What evidence are you drawing on?  * What sources have you used to gather this evidence? * Was this evidence anecdotal or measured?  * Is this evidence comparable to a previous data set?  * What actions were taken since you last measured impact? | **Open to change and how?**  * As a key goal, consult and decide on:  * What modified actions can be taken and by whom?  * What timeframe should be allocated to implement these modified actions?  * Who will monitor the revised actions?  * What indicators are established to identify success? |
| **What is not yet working well?**  * Is this a key goal?  * What actions were implemented to address this issue? * What monitoring plan was deployed to these actions? * What aspects of the actions did not succeed?  * What evidence are you drawing on to identify the barriers?  * Have you consulted widely to verify this reality and identify barriers? | **Not open to change and why?**  * What decision making process was used to identify this as not open to change?  * Whose perspectives were sought?  * What impact does this have on the overall development plan?  * Are there factors such as statutory or policy requirements that could move this issue to **Open to Change** given the correct resources/commitment/personnel? |

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| Does this **still** remain a key goal? |  |

Prepare...

Consider...

Prepare…

**Conducting One to One Meetings with Middle Leaders (Reference: CSL Handout - ACCS ISM Conference November 2018)**

Listen...

* 1. **Make Time for the Meeting**
  2. **Listening**

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| **To do** | **Not to do** |
| Stay Quiet | Completing Sentences |
| Maintain Eye contact | Guessing difficult words |
| Watch your body language | Comparing/Competing with the teacher |
| Encouraging nods and sounds | Doodling /Fidgeting |
| Manage silence | Looking at other things |

* 1. **Questioning Types of Questions**
* **Open V Closed Questions:** Go for *Open Questions* to promote dialogue
* **Miracle Questions** e.g. “If you could wave a magic wand, what would you change?” Use infrequently
* **Leading Questions** Avoid Leading questions … e.g., Would it be helpful if you spoke to other year heads about that?
* **Multiple Questions**: Avoid multiple questions. How could you improve attendance rates? What is the actual absenteeism rate in 5th year? Any class worse than another?

**Why:** Think before asking a “why” question

###### Thought Provoking Questions

* How could you….?
* How would you describe…?
* How might this situation be resolved?
* What other options….?
* What would you….?
* Tell me more
* Please describe
* I would like to hear your perspective on …

###### Powerful Questions

* If you knew you could not fail, what would you do?
* How could you enlist the help of others?
* Are you confident that you will be able to follow through with this?
* If you were starting the year over again, would you do things in exactly the same way?
* How does that link to your objective (to bring people back to the point)?
* What systems can you put in place, that will channel your energy and time more efficiently?
* In what ways might doing less achieve more?

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| **Some Time Management Questions:** |
| * What are the most important parts of your job? * What time and energy goes into the most import parts of your job? * How much time do you spend doing other people’s jobs? * How do you prioritise between calls on your time? * How do you divide your time between planning, doing and firefighting? * How could you develop a better balance between these? * Where could you look for support? * How could you work smarter, instead of harder? |

###### Paraphrase and summarise to demonstrate listening and to check for understanding

* Okay – If I have understood correctly -you have identified two options: You could speak to your tutors about ……. or you could hold a series of assemblies ?
* So, look at all you have told me that you have done ……
* I wonder would it be helpful to summarise what you have said….
* What I have understood so far is……
* I may be wrong but…….
* So, it seems to me that there are a few key issues…….
* It would be helpful for me if you could summarise the key points ….
* Would you say that was a fair summary?
* Was that an accurate representation?

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| **Don’t interpret what they said – replay what they said and check that you have got it right** |

###### Feedback

* The person’s acceptance of feedback is strongly influenced by the relationship you have with them
* Focus on the strengths – but don’t sandwich the negative between two positives.
* Always stick to facts. Avoid making judgements unless they are fully backed up by factual information
* Demonstrate your openness to feedback from the teacher. This helps to evaluate your practise and models a positive approach to receiving feedback

###### The 4 ‘I’s

* Issues (what did we discuss?)
* Ideas (what new perspectives did we generate?)
* **I**nsights (what do you now see differently?)
* Intentions (what are you going to do?)
* Listen to others
* Allow people choice
* Show an interest in others
* Provide helpful feedback
* Believe in others
* Encourage others to identify meaningful goals

**Use a Coaching approach:**

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| **Books that can help:**  ***An Introduction to Coaching Skills:*** Christian Van Nieuwerburgh. ***Powerful Questions for Coaches and Mentors***: David Clutterbuck. (www.davidclutterbuckpartnership.com) |

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| **Try to avoid Advice Giving-If you tell them what to do, they will always expect to be told what to do!** |

**Finally,**

**Thoughts on Leadership….**

The goal of many leaders is to get people to think more highly of the leader.

The goal of the *effective* leader is to get people to think more highly of themselves. With the best leaders when the work is done, people will say we did it ourselves.