



# Wisdom Bridge International School

## Teacher-Performance-Management-Policy (TPMP)

**School Name:** Wisdom Bridge International School

**Effective Date:** August 1, 2025

**Review Date:** Annually (Next Review: May 21, 2026)

### 1. Purpose

To establish a rigorous, equitable, and growth-oriented system for evaluating and enhancing teacher performance, aligned with the school's mission to deliver high-quality international education and foster lifelong learning.

### 2. Scope

Applies to all teaching staff, including:

- Full-time and part-time teachers.
- Specialist teachers (e.g., EAL, SEN, Arts, PE, Music).
- Heads of Faculty and Curriculum coordinator.

### 3. Core Principles

- **Fairness:** Transparent criteria applied consistently across all staff.
- **Support:** Prioritise professional development over punitive measures.
- **Collaboration:** Teachers and evaluators co-create goals and action plans.
- **Evidence-Based:** Use quantitative and qualitative data (e.g., student outcomes, lesson observations, peer feedback).

### 4. Performance Management Cycle

#### Annual Timeline:

Phase	Timeline	Key Activities
Goal Setting	August 1–15	Teachers meet with line managers to set SMART goals.
Mid-Year Review	January 15–30	Progress check, feedback, and adjustments to goals.
Final Evaluation	May 2-15	Comprehensive review of annual performance.
Improvement Plans	Within 2 weeks of evaluation	Develop PIPs (if needed) for teachers rated "Needs Improvement" or "Unsatisfactory."

### 5. Performance Criteria & Evaluation Tools

Teachers are assessed across **five domains**:

#### Domain 1: Teaching & Learning

- **Criteria:**
  - **Lesson Planning:**

- Detailed schemes of work aligned with curriculum standards (Pearson iPrimary Edexcel).
    - Differentiation strategies for EAL, SEN, and gifted learners.
  - **Instructional Delivery:**
    - Use of inquiry-based, student-centered methods (e.g., project-based learning).
    - Integration of technology (e.g., interactive whiteboards, coding tools).
  - **Assessment & Feedback:**
    - Timely formative feedback (e.g., annotated student work, rubrics).
    - Summative assessments tracked in the school's Learning Management System (LMS).
- **Evidence:**
  - Lesson plans and student portfolios.
  - Classroom observation reports (see **Appendix B**).

## Domain 2: Student Outcomes

- **Criteria:**
  - Progress toward grade-level benchmarks (e.g., Emerging, Expected, Exceeding).
  - Development of social-emotional skills (e.g., self-management, resilience).
- **Evidence:**
  - Termly progress reports.
  - Student surveys (e.g., "How do you feel about your learning in this class?").

## Domain 3: Professionalism

- **Criteria:**
  - Collaboration with colleagues (e.g., sharing resources, mentoring new teachers).
  - Communication with parents (e.g., prompt responses to emails, proactive updates).
  - Adherence to deadlines (e.g., report cards, attendance records).
- **Evidence:**
  - Peer feedback forms.
  - Parent survey results (School Management Only).

## Domain 4: Professional Growth

- **Criteria:**
  - Completion of ≥15 hours of professional development (PD) annually.
  - Implementation of PD learnings (e.g., new teaching strategies).
- **Evidence:**
  - PD certificates and reflective journals.
  - Pre- and post-PD classroom observations.

## Domain 5: School Community Contributions

- **Criteria:**
  - Leadership roles (e.g., leading a curriculum committee).
  - Involvement in extracurriculars (e.g., coaching, drama club).
- **Evidence:**
  - Extracurricular participation logs.
  - Recognition from colleagues or students.

## 6. Classroom Observation Process

- **Frequency:**
  - **Formal Observations:** 3 per year (announced, 45–60 minutes).
  - **Informal Drop-Ins:** 6 per year (unannounced, 10–15 minutes).
- **Observer:** Line manager (e.g., Head of Primary) or senior leadership.
- **Rubric:** Based on **Danielson Framework** (Adapted):
  - **4:** Exceptional (Innovative strategies, profound student engagement).
  - **3:** Proficient (Effective teaching, meets standards).
  - **2:** Developing (Partial effectiveness, needs support).
  - **1:** Unsatisfactory (Ineffective, requires immediate intervention).
- **Post-Observation Meeting:** Within 48 hours to discuss strengths and areas for growth.

## 7. SMART Goal Examples

### SMART Goal Template

**Specific:** What exactly will you do?

**Measurable:** How will you track progress?

**Achievable:** Is it realistic given resources/time?

**Relevant:** Does it align with school priorities?

**Time-bound:** When will you achieve it?

### **Example 1: Improving Student Literacy**

#### **Goal:**

*"By the end of Term 2 (December 2024), 85% of Year 4 students will improve their reading comprehension scores by one proficiency level (e.g., 'Developing' to 'Proficient') as measured by the school's literacy benchmark assessments."*

- **Specific:** Focused on reading comprehension in Grade 4.
- **Measurable:** 85% improvement tracked via benchmark assessments.
- **Achievable:** Use differentiated reading groups and daily guided reading sessions.
- **Relevant:** Aligns with the school's literacy improvement target.
- **Time-bound:** December 2024.

#### **Action Steps:**

1. Group students by reading level and assign leveled texts.
2. Incorporate 20 minutes of guided reading daily.
3. Use formative assessments (e.g., weekly quizzes) to monitor progress.

### **Example 2: Classroom Management**

#### **Goal:**

*"By the end of Term 1 (November 2024), I will reduce transition time between activities from 8 minutes to 3 minutes by implementing visual timers and student roles, as observed in classroom walkthroughs."*

- **Specific:** Target transition time reduction.
- **Measurable:** From 8 to 3 minutes.
- **Achievable:** Use timers and assign student helpers (e.g., "Materials Manager").
- **Relevant:** Improves instructional time and student focus.
- **Time-bound:** November 2024.

#### **Action Steps:**

1. Introduce visual timers and practice transitions daily.
2. Assign student roles (e.g., "Line Leader," "Cleanup Crew").
3. Request peer observations to collect data.

## **8. Performance Ratings & Consequences**

<b>Rating</b>	<b>Definition</b>	<b>Consequences</b>
<b>Exceeds Expectations</b>	Consistently innovates and impacts beyond role expectations.	Eligibility for leadership roles, PD stipends, or salary increments.
<b>Meets Expectations</b>	Reliably fulfills all job requirements.	Standard salary progression.
<b>Needs Improvement</b>	Partially meets expectations; requires targeted support.	Personalized Improvement Plan (PIP) with bi-weekly check-ins for 3–6 months.
<b>Unsatisfactory</b>	Fails to meet critical standards despite support.	Probation (3 months); termination if no improvement.

**9. Personalised Improvement Plan (PIP)**

**Template (See Appendix D):**

- **Area for Improvement:** E.g., "Classroom management during transitions."
- **Actions:** Attend classroom management workshop (October 2024), observe 2 peer teachers.
- **Timeline:** October 1, 2024 – January 31, 2025.
- **Success Metrics:** Reduction in transition time from 8 to 3 minutes.

**10. Professional Development Support**

- **PD Opportunities:**
  - Annual Pearson Edexcel iPLS training.
  - Subscription to platforms like **TES Institute** or **Coursera**.
  - In-house workshops on trauma-informed teaching or EdTech tools and with the professors offering training in teaching methods and educational techniques (Methodology and Pedagogy)
  - WBIS is offering guidance, support, and preparation for teachers employed at our school to obtain their Green-Card teaching license.