

PERFORMANCE MANAGEMENT PLAN

Purpose

The purpose of this Performance Management Plan is to ensure a high standard of teaching, learning, and leadership across Knowledge Tree International School, while aligning with the Cambridge Pathway and our core values. The plan encourages continuous professional development, transparent evaluation, and a strong culture of feedback and collaboration.

Key Principles

- Clarity – All staff understand their responsibilities and performance expectations.
- Support – Teachers and mentors are supported to grow through coaching, training, and peer learning.
- Consistency – Evaluation processes are regular and fair, aligned with the Cambridge curriculum and our educational mission.
- Reflection – Self-assessment and professional reflection are encouraged as part of a lifelong learning mindset.

Core Components of the Performance Management Plan

Goal Setting and Alignment

At the start of each academic year, staff set personal and professional goals in collaboration with school leadership. Goals reflect teaching quality, subject knowledge, engagement in Cambridge training, and contributions to the wider school community.

Lesson Planning and Reflection Journals

Teachers maintain a journal with lesson plans, reflections, and observations, including notes on emotional climate and student needs. These journals are used during feedback sessions to guide discussion and identify support needs.

Peer Observation and Mentoring

Each term, staff participate in peer observations, either as observers or being observed. Feedback is constructive and used to share best practices. New staff or less experienced teachers are paired with a mentor for ongoing support.

Student Portfolios and Learning Evidence

Teachers contribute to student portfolios, which include academic work and observations. These portfolios are reviewed to inform learning progress and teacher effectiveness.

Evaluation Criteria

Performance is reviewed holistically but with clearly defined indicators across five domains:

1. Instructional Quality – planning, differentiation, delivery, and assessment
2. Classroom Environment – student engagement, emotional safety, and management
3. Professional Growth – CPD, responsiveness to feedback, collaboration
4. Contribution to School – events, mentoring, peer learning, community involvement
5. Student Progress – evidence over time, work samples, academic outcomes

Mid-Year and End-of-Year Reviews

Each staff member participates in two annual performance discussions (mid-year and end-of-year). These reviews reflect on personal goals, CPD engagement, classroom practice, and contributions to CEKT values and priorities.

Professional Development

Staff are encouraged to engage in relevant PD: Cambridge courses, neuroscience in education, curriculum design, classroom management. A professional log is maintained and reviewed yearly.

Restorative Follow-Up When Concerns Arise

If concerns are identified, a developmental and supportive plan is triggered. This includes:

- Co-developed support plan (mentor + teacher)
- Coaching, timelines, measurable goals
- Reviewed within 6–8 weeks
- If needed, further external support (CPD, modeling, etc.)

Annual Review of the Plan

The plan is reviewed annually by the CEO, Academic Director, and Lead Mentors, with input from staff via surveys and meetings. Revisions are applied and communicated in the first term of the academic year.

CEKT Performance Management Support Tools

1. Evaluation Framework – Descriptive Rubric (Sample)

This rubric offers guidance on interpreting performance domains during reviews.

Example – Instructional Quality:

- Emerging: Inconsistent planning, unclear delivery, weak assessment
- Developing: Structured lessons, basic differentiation, emerging alignment
- Proficient: Responsive, assessment-driven, aligned with CEKT-Cambridge ethos
- Leading: Adaptive, exemplary, mentors others

2. Performance Support Plan – Template

- Staff Name: _____
- Date of Plan Initiation: _____
- Focus Area(s): _____
- Assigned Mentor: _____
- Support Actions: _____
- Timeline: _____ to _____
- Measurable Targets:
 - Target 1: _____
 - Target 2: _____
- Review Date: _____
- Review Outcome: _____

3. Monitoring Indicators (Soft KPIs)

- 100% of staff complete 2+ peer observations/year
- All staff attend at least 2 CPD sessions per term
- Mid-year journals submitted by March
- Induction complete within first month
- Support plans resolved on time and reviewed

Self-Reflection Forms – CEKT

1. Self-Reflection Form – Teaching Staff

Name: _____

Role / Subject: _____

Date: _____

1. Instructional Practice

- What recent strategies have worked well in your classroom?
- What challenges have you faced in lesson planning or delivery?
- What have you changed based on student feedback or outcomes?

Your response:

2. Classroom Environment & Relationships

- How do you foster emotional safety and inclusion in your classroom?
- Describe a moment when a student felt truly “seen” or supported.

Your response:

3. Professional Growth

- What CPD activities have you engaged in this term?
- What did you learn and how did it influence your practice?
- What do you want to explore next?

Your response:

4. Contribution to CEKT Community

- How have you contributed to CEKT beyond classroom teaching?
- What school events, initiatives, or peer collaborations have you taken part in?

Your response:

5. Student Progress & Impact

- What patterns do you notice in your students' progress?
- Are there areas where you feel more support or training is needed?

Your response:

6. Goal-Setting for Next Term

- Based on this reflection, what are 1–2 specific goals you want to set for yourself?

Your goals:

1. _____

2. _____

Signature (optional): _____

2. Student Self-Reflection Sheet

Name: _____

Class / Year: _____

Date: _____

1. My Learning This Week / Term

- What is something new you've learned that made you feel proud?

2. My Effort

- Did I give my best effort in class and homework?

- If not, what can I improve?

3. Collaboration & Kindness

- Did I help a classmate or show kindness this week?

- How?

4. Challenges

- What was hard for me this week?

- Did I ask for help? What could I try next time?

5. Goal for Next Week

"Next week I want to try to..."

Check-in:

How do I feel about my learning this week?

☐ Confident ☐ Okay ☐ A bit confused ☐ I need help

Optional: Teacher Comment / Parent Note

CEKT Lesson Observation Sheet (Internal Use)

Teacher Observed: _____

Observer: _____

Date: _____

Subject/Year Group: _____

Observation Type: ☐ Formal ☐ Informal ☐ Peer ☐ Drop-in

1. Lesson Structure & Objectives

Comments: _____

2. Student Engagement & Inclusion

Comments: _____

3. Classroom Climate

Comments: _____

4. Instructional Strategies

Comments: _____

5. Assessment for Learning

Comments: _____

6. General Notes

☐ Feedback given ☐ Follow-up required ☐ No action

Signed: _____ Date: _____