

## ***Key performance indicators for primary kaiārahi***

1. Assess ākonga following the appropriate assessment schedule.
2. Assess ākonga against National Standards in reading, writing and math twice a year in terms two and four.
3. Moderate assessments with other kaiārahi following a yearly schedule.
4. Keep anecdotal notes on reading, writing, maths and general behaviour for each ākonga termly.
5. Write individual reports for each ākonga in terms two and four.
6. Use MRX to have a current planned programme for each ākonga at all times, keeping updated progress on lessons given for ākonga.
7. Teach the Montessori Cosmic curriculum over a 3-year period.
8. Implement the posted curriculum over a 3-year period.
9. Co-ordinate with the specialist kaiārahi about the ākonga they share as needed.
10. Conference with ākonga on at least a monthly basis.
11. Engage and work with Teaching as Inquiry:
  - a. through own research and gathering of data.
  - b. sharing your individual research during PLGs at full staff meetings.
  - c. sharing on a regular basis at sector staff meetings.
12. Regularly examine practice in light of Montessori philosophy as a leader and participator as per the staff meeting roster.
13. Keep track of ākonga with special learning needs and where necessary coordinate with SENCO as per the Special Needs Procedure. (Refer: Google Drive, Policies and Procedures, Procedures, Health and Safety, Special Needs Procedure).
14. Ensure all curriculum areas of the Specialist Programme are incorporated into the daily Montessori programme.
15. Ensure the needs of the “Whole Child” are met.
16. Check email and pigeon holes for any communication updates.
17. Attend all sector and whole staff meetings following the schedule.
18. Read the minutes for all sector and whole staff meetings even if you attended the meeting.
19. Contribute to and participate in school community events, meetings and functions as necessary.
20. Maintain the classroom budget and resources as necessary.
21. Maintain a relationship with your Class Parent.
22. Write articles for the Tuesday news as per the schedule.
23. Transition ākonga into the next level of the school in line with the *Transition and Settling Procedure*. (Refer: google Drive, Policies and Procedures, Procedures, Health and Safety, Transition and Settling Procedure for Area School).
24. Appraisals –
  - a. Appraise Assistant Kaiārahi in class according to Appraisal Procedure.
  - b. Prepare report to be given to Deputy Principal / Principal as part of your appraisal.