



# INTERNATIONAL MAARIF SCHOOLS AZERBAIJAN

## **Performance Management Plan**

## 1. Introduction

### 1.1 School Overview:

International Maarif Schools Azerbaijan is dedicated to delivering high-quality education that aligns with the standards of Cambridge International Education. As we embark on the journey of establishing a Cambridge School, a robust performance management plan is essential to ensure that all staff members contribute effectively to our vision of academic excellence and holistic student development.

### 1.2 Objectives:

- To establish clear performance expectations aligned with the Cambridge International framework.
- To support and develop staff through continuous professional growth opportunities.
- To ensure accountability and recognize excellence in teaching and administration.
- To foster a culture of continuous improvement, feedback, and collaboration.

## 2. Performance Management Framework

### 2.1 Performance Expectations:

#### a. Alignment with Cambridge Standards:

- Teachers are expected to deliver the Cambridge curriculum with fidelity, ensuring that teaching practices meet Cambridge International standards.
- Administrative staff should support the effective implementation of the Cambridge curriculum and uphold the school's operational efficiency.

#### b. Key Performance Indicators (KPIs):

- **Student Achievement:** Measure student progress and attainment using Cambridge assessments and internal evaluations.
- **Teaching Quality:** Evaluate lesson planning, delivery, classroom management, and student engagement through observations and student feedback.
- **Professional Development:** Track participation in Cambridge International training, workshops, and other professional development opportunities.
- **Stakeholder Satisfaction:** Assess satisfaction levels among students, parents, and staff through surveys and feedback mechanisms.

### 3. Performance Review Process

#### 3.1 Annual Performance Cycle:

- Beginning of Academic Year: Teachers and staff set individual goals aligned with the school's objectives and Cambridge standards.
- Mid-Year Review: A formal review is conducted to assess progress towards goals. Feedback is provided to identify areas for improvement, and adjust goals as necessary.
- Year-End Evaluation: A comprehensive evaluation is conducted based on KPIs, goal achievement, and overall performance. Outcomes are discussed, feedback is provided and preliminary goals are set for the next year.

#### 3.2 Continuous Feedback and Support:

##### Regular Check-Ins:

- Supervisors conduct regular one-on-one meetings with staff to discuss progress, provide feedback, and address any challenges.
- Encourage open communication to foster a supportive environment.

##### Classroom Observations:

- Scheduled and unscheduled classroom observations will be conducted to assess teaching practices and student engagement.
- Feedback from observations will be constructive, focusing on strengths and areas for development.

##### Peer Review:

- Peer observation and feedback sessions are implemented to encourage collaboration and shared learning among teachers.
- A culture of mutual support and professional growth is fostered.

### 4. Professional Development

#### 4.1 Ongoing Training and Development:

- Cambridge Certification: Ensure teachers regularly participate in ongoing professional development programs offered by Turkish Maarif Foundation and Cambridge International.
- Workshops and Seminars: Organize regular workshops and seminars focusing on best practices in Cambridge teaching methodologies, assessment strategies, and curriculum delivery.
- Mentoring and Coaching: Pair experienced teachers with new or less experienced staff for mentoring and coaching, promoting knowledge transfer and professional growth.

## 5. Recognition and Rewards

### 5.1 Performance-Based Incentives:

- **Merit-Based Awards:** Implement a system of merit-based awards recognizing outstanding teaching, innovation in the classroom, and contributions to the school community.
- **Salary Increments and Bonuses:** Link salary increments and bonuses to the achievement of performance goals, contributions to school improvement, and student outcomes.

### 5.2 Career Advancement Opportunities:

- **Leadership Development:** Provide opportunities for high-performing staff to take on leadership roles within the school, such as department heads, curriculum coordinators, or lead teachers.
- **Professional Growth Pathways:** Create clear pathways for career progression, encouraging staff to pursue advanced certifications, further education, and leadership positions.

## 6. Accountability and Consequences

### 6.1 Addressing Underperformance:

- **Early Identification:** Implement a system to identify underperformance early, allowing for timely intervention and support. This is usually done through lesson observations.
- **Support Plans:** Develop individualized support plans for underperforming staff, including additional training, mentoring, and regular feedback sessions.
- **Follow-Up Reviews:** Conduct follow-up reviews to assess progress and determine if further action is needed.

### 6.2 Consequences for Continued Underperformance:

- **Progressive Disciplinary Action:** Establish a clear process for disciplinary action in cases of continued underperformance, including verbal warnings, written warnings, and, if necessary, termination.
- **Fair and Transparent Process:** Ensure that all performance-related actions are conducted fairly, transparently, and in accordance with school policies and legal requirements.

## 7. Monitoring and Evaluation

### 7.1 Continuous Monitoring:

- **Data Collection:** Regularly collect and analyse data on staff performance, student outcomes, and stakeholder satisfaction.

- Feedback Loops: Create feedback loops that allow for ongoing adjustments to the performance management process, ensuring it remains effective and relevant.

#### 7.2 Annual Review of the Performance Management Plan:

- Plan Evaluation: Conduct an annual review of the performance management plan to assess its effectiveness, identify areas for improvement, and incorporate feedback from staff and stakeholders.
- Adjustments and Updates: Update the plan as needed to reflect changes in school objectives, Cambridge standards, or educational best practices.

This Performance Management Plan is designed to ensure that all staff members are supported, developed, and held accountable in their roles at International Maarif Schools - Azerbaijan. By fostering a culture of excellence, continuous improvement, and recognition, we are confident that our staff will be well-equipped to deliver the high standards of education expected by Cambridge International, ultimately benefiting our students and the wider school community.

