



**Maraurau O Te Pae Apii  
(Ministry of Education – Cook Islands)**

# **PERFORMANCE DEVELOPMENT SYSTEM**

**For**

## ***GUIDANCE COUNSELORS***

**This booklet contains two parts:**

**Part A:      **Personal Plan and Development; *and*****

**Part B:      **Personal Report and Attestation****

**NAME:** .....

**SCHOOL:** .....

**YEAR:** .....

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# PART A: PERSONAL PLAN AND DEVELOPMENT

## 1 INTRODUCTION:

- The purpose of your personal plan is to record the performance objectives and development goals you have set for the current year.
- Your personal plan must be completed and signed off by both your appraiser and your school Principal no later than 28<sup>th</sup> February each year.
- This booklet provides space for you and your appraiser to record details throughout the year of your progress towards meeting the performance objectives which you set. *This should be done mid-year and then again at the end of the year.*
- Your final assessment is to be forwarded to your Principal no later than 30<sup>th</sup> November.
- If you need help completing your Personal Plan, refer to the information provided in the *Guidance Counselors PDS Guidelines Handbook*.
- A copy of this booklet can also be downloaded from the Ministry of Education web site if you wish to complete it electronically.
- This booklet must be kept by you throughout the year so that by the end of the year, it will contain all the information you need to hand in for your final assessment.
- Once you have filled in your objectives and your plan, photocopy this booklet and give a copy to your appraiser.

Completion of your Personal Plan requires that you reflect on your counseling/teaching practice openly and honestly. If you have been counseling for a number of years – you will probably have some successes and some lessons learnt to reflect on. It is important that you take time to think carefully about how you can develop your counseling practice so that you are best able to contribute to the Cook Islands' Education Master Plan.

### PERSONAL DETAILS: *(Complete all sections)*

<b>Name:</b> .....	
<i>Christian Name(s)</i>	<i>Surname</i>
<b>Name of Your School:</b> .....	<b>Name of Your Principal:</b> .....
<b>Name of Your Appraiser:</b> .....	

## 2 DEVELOPING YOUR PERSONAL PLAN

Refer to Page 5 of the *Guidance Counselor's PDS Guidelines Handbook* if you need help in completing your Personal Plan.

## 3 PERFORMANCE OBJECTIVES

1. Set three performance objectives related to your position description and your school's Annual Plan. Enter these objectives in the spaces on the next page under *Column 1*. They will need to be approved by your appraiser.
2. Objectives One and Two must relate to your Position Description. Objective Three must relate to one of the school's Annual Plan goals.
3. For each performance objective, choose one performance dimension from the Professional Standards for Guidance Counselors (*refer to Guidance Counselors PDS Guidelines Handbook*) that you will focus on, eg **PERFORMANCE DIMENSION 3: Guidance Counseling Practice**. *Enter this in Column 2.*
4. Then select two or three key performance indicators (KPIs) from the Guidance Counselor's KPIs for the performance dimension you entered in Column 2. Example: if your performance dimension is "Guidance Counseling Practice" you may choose to focus on **3.1.2 – Gives full, constructive and timely feedback to students, clients and/or families about issues**, and **3.3.2 – Reflects on own Guidance and Counseling approaches and techniques and seeks and follows advice to improve**. *Enter these KPIs into Column 3.*

<b>Column One</b>	<b>Column Two</b>	<b>Column Three</b>
<b>PERFORMANCE OBJECTIVE ONE</b>	<b>PERFORMANCE DIMENSION</b>	<b>KEY PERFORMANCE INDICATORS</b>
<i>Enter a Performance Objective related to your Position Description</i>	<i>(Enter the Performance Dimension you will focus on, eg PD3 – Learning Environment)</i>	<i>(Choose 2-3 KPIs that you will concentrate on to help you achieve your performance objective)</i>
<b>PERFORMANCE OBJECTIVE TWO</b>	<b>PERFORMANCE DIMENSION</b>	<b>KEY PERFORMANCE INDICATORS</b>
<i>Enter a Performance Objective related to your Position Description</i>	<i>(Enter the Performance Dimension you will focus on)</i>	<i>(Choose 2-3 KPIs that you will concentrate on to help you achieve your performance objective)</i>

<b>PERFORMANCE OBJECTIVE THREE</b>	<b>PERFORMANCE DIMENSION</b>	<b>KEY PERFORMANCE INDICATORS</b>
<i>(Enter a Performance Objective related to your school annual goals)</i>	<i>(Enter the Performance Dimension you will focus on)</i>	<i>(Choose 2-3 KPIs that you will concentrate on to help you achieve your performance objective)</i>

#### **4 DEVELOPMENT PLAN**

- Now consider your development needs to help you achieve your performance objectives.
- It might help to review last year’s plan to check for areas where you still want to improve.
- You must identify two areas for development to help you develop both the breadth and depth of your counseling/teaching practice and achieve your performance objectives.

**Here is an example of what your development plan might look like:**

<b>Area for Development</b> Improving my observation skills so that I am able to plan an appropriate programme to cater for the individual needs of students.
<b>Skills, Knowledge, Experience I Want to Develop</b> Communication skills so as to be able to clearly convey what I am explaining to the children. My knowledge of assessment practices.
<b>What I Will Do</b> Discuss observation and communication skills with a more experienced counselor and then observe their practice so as to gain further knowledge of good practice. I will then ask this counselor to observe me in the first half of the year and to provide specific areas for me to focus on in the second half of the year.
<b>Self Reflection on Learning/Development Achieved</b> Overall I consider I have become more confident in observing students. Feedback has indicated I need to further develop my communication strategies and the use of appropriate vocabulary – I intend to carry this forward into next year’s plan.

**Now complete your two areas for development below on the next page:**

**Development Area One:**

**Skills, Knowledge, Experience I Want to Develop:**

**What I Will Do:**

**Self Reflection on Learning/Development Achieved:** *(Complete at the end of the Appraisal cycle)*

**Development Area Two:**

**Skills, Knowledge, Experience I Want to Develop:**

**What I Will Do:**

**Self Reflection on Learning/Development Achieved:** *(Complete at the end of the Appraisal cycle)*

## 5 RECEIVING FEEDBACK THROUGHOUT THE YEAR

Refer to Pages 6 and 7 of the *Guidance Counselors PDS Guidelines Handbook* if you require help in completing this section.

## 6 MID-YEAR REVIEW: *(Before the end of Term 2)*

Prior to meeting with your appraiser mid-year – complete your own self-review of your progress towards meeting your three performance objectives. Your appraiser adds her/his comments following your meeting.

Objective	Your Self Review <i>(What has gone well – what is not going so well, what might you need to do now?)</i>	Your Appraiser's Comments <i>(Appraiser comments on your progress and offers helpful suggestions)</i>
One		
Two		
Three		<p style="text-align: right;"><i>Appraiser's initials: .....</i></p>

## 7 END OF YEAR REVIEW AND REPORT

### (A) **Self Appraisal** *(You complete this part yourself before meeting with your appraiser)*

- Go back and complete your self reflection on the learning/development that you undertook this year *(page 6 of this booklet)*.
- Then provide a summary of your progress over the past year in the spaces below.
- Mention the areas that have gone really well and areas you consider you could focus on for improvement next year.

**My Successful Achievements This Year:**

**What the Feedback From Students/Parents said about my Performance:**

**Areas where I Need to make Further Improvement Next Year:**

**(B) Performance Objectives** *(Your appraiser completes this part based on discussions with you and the evidence gathered throughout the year).*

**END OF YEAR REVIEW:** *(Before 30<sup>th</sup> November)*

Objective	Your Appraiser's Comments <i>(Appraiser summarises how effectively you met your performance objectives)</i>	EVIDENCE <i>(Appraiser includes details of the evidence supplied to verify achievement, eg plan book, observation reports, student feedback)</i>
One		
Two		
Three		

**(C) Future Professional Development Recommended** *(Your appraiser notes here areas where he/she feels you would benefit in the future from receiving professional development or further training)*

**Future Professional Development Recommendations** *(Appraiser to Complete)*

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**(D) Sign Off** *(To be done by the appraiser once all parts of this booklet have been completed)*

**Appraiser Sign-Off**

I \_\_\_\_\_ *(insert Appraiser's name)* confirm that I have observed and appraised \_\_\_\_\_ *(insert name)* over the past year. I have provided feedback on a regular basis and consider this report provides an accurate reflection of this counselors performance and development.

Appraiser's Signature: \_\_\_\_\_

Dated: \_\_\_\_\_

## PART B: Guidance Counselor’s Personal Report and Attestation of Professional Standards

This section is to be completed by the School Principal based on their observations during the year.

### PERFORMANCE OBJECTIVES:

- (i) The **three performance objectives** were achieved and each of the Key Performance Indicators (KPIs) chosen were demonstrated with supporting evidence at a level considered competent or better for a counselor.

Yes  No  *(appraiser ticks the one that applies)*

- (ii) If the answer to (i) above is **No**, please comment on areas that remain incomplete. Give reasons why these areas were not completed and any KPIs that you are recommending should be carried over to next year:

Incomplete Areas	Reasons
<b>KPIs to Be Carried Over to Next Year:</b>	

- (iii) All other key tasks identified in the position description were completed to a satisfactory level

Yes  No  *(appraiser ticks the one that applies)*

- (iv) If the answer to (iii) above is **No**, please comment on areas that remain incomplete. Give reasons why these areas were not completed and any KPIs that you are recommending should be carried over to next year:

Incomplete Areas	Reasons
<b>KPIs to Be Carried Over to Next Year:</b>	

- (v) Some tasks remained incomplete but I am satisfied that there was good reason for this i.e. events beyond the control of the counselor meant a specific key task(s) could not be completed.

Yes  No  *(appraiser ticks the one that applies)*

- (vi) If the answer to (v) above is **no**, please comment:

Incomplete Areas

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**ATTESTATION:** Now place a tick in the relevant box to indicate your overall assessment. Your assessment should be based upon observation and evidence provided by the counselor. Please note that the Ministry of Education may seek to verify the information you provide in this section. It is important therefore that you provide a fair and accurate assessment.

Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<b>Professional Dimension One: Professional Knowledge</b>			
1.1 Demonstrates knowledge of Guidance and Counseling theory and practice that reflects the needs of the school that are being implemented			
<b>Key Performance Indicators</b>			
1.1.1 Demonstrates competency and up-to-date knowledge in the development and implementation of a comprehensive Guidance and Counseling programme			
1.1.2 Actively contributes to reviewing, evaluating and developing a Guidance and Counseling programs that meets the needs of the school			
1.1.3 Demonstrates an awareness of links between the home and the school community			
1.1.4 Participates in the development of relevant resources and uses an effective range of resources to deliver Guidance and Counseling programs			
1.1.5 Demonstrates knowledge of, and complies with school Pastoral Care and Guidance policies			
<b>Professional Dimension Two: Professional Development</b>			
2.1 Demonstrates a high level of commitment to further developing own knowledge and skills.			
<b>Key Performance Indicators</b>			
2.1.1 Completes appraisal cycle setting worthwhile goals			
2.1.2 Regularly reflects on, and reviews personal performance			
2.1.3 Keeps abreast of changes in Guidance Counseling programs and practice			
2.2 Demonstrates a high level of commitment to and active participation in professional development			
2.2.1 Participates in and contributes to whole school, subject department or syndicate professional meetings including those scheduled outside the school day			
2.2.2 Participates in regional or national workshops, seminars etc. including those held during holidays (where applicable)			
<b>Professional Dimension Three: Guidance Counseling Practice</b>			
3.1 Demonstrates expertise and appropriate strategies in planning, preparation and delivery of			

Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
Guidance and Counseling programs <b>Key Performance Indicators</b>			
3.1.1 Has a Public Education program targeting all the relevant stakeholder groups.			
3.1.2 Gives full, constructive and timely feedback to students, clients and/or families about issues			
3.1.3 Takes into account the needs of individuals and groups when planning			
3.1.4 Uses available resources (including ICT) effectively to support and enhance outcomes			
3.1.5 Gathers a range of assessment information that are valid and reliable indicators of student/clients issues.			
3.1.6 Maintains up to date records of students/clients consistent with ethical practices, e.g., referral forms, home visits, contacts, client intake etc.			
3.2 Demonstrates expertise and appropriate strategies in effective Guidance and Counseling practice that meet the needs of students' and schools			
3.2.1 Guidance and Counseling style displays a high level of awareness of students' cultural background and caters for individual or group needs as well as Te Ao Maori			
3.2.2 Frequently implements different Guidance and Counseling techniques that cater for a range of issues.			
3.2.3 A range of questioning techniques are used to develop understanding and extend student interaction			
3.3 Demonstrates expertise and appropriate strategies in evaluation, appraisal and reflection on own Guidance and Counseling practices with positive outcomes			
3.3.1 Effectively uses assessment results to improve Guidance and Counseling practices			
3.3.2 Reflects on own Guidance and Counseling approaches and techniques and seeks and follows advice to improve			
3.3.3 Demonstrates on-going development and improvement of delivery of services			
3.3.4 Collates by way of confidential review feedback with regard to services offered to students – preferably by an outside agent or agency			
3.3.5 Collates by way of confidential review feedback with regard to services offered to Staff – preferably by an outside agent or agency			
3.3.6 Collates by way of confidential review feedback with regard to services offered to an NGO/GO – preferably by an outside agent or agency			
<b>Professional Dimension Four: Motivation of Students</b>			

Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
<p>4.1 Demonstrates expertise in encouraging school-wide positive engagement in learning</p> <p><b>Key Performance Indicators</b></p>			
4.1.1 Uses a variety of strategies to keep students on task in a positive learning environment			
4.1.2 Establishes and maintains positive relationships with students			
4.1.3 Implements and evaluates all activities including case work and group sessions			
<p>4.2 Demonstrates expertise in establishing high expectations that value and promote learning and achievement</p>			
4.2.1 Articulates and maintains high expectations for all students			
4.2.2 Uses a range of strategies that encourage students to take some responsibility for their own learning			
4.2.3 Provides opportunities for students' development, for example, mentorship, peer-leadership, orientation for students, and programs related to students			
<p><b>Professional Dimension Five: Student Management</b></p>			
<p>5.1 Demonstrates expertise and sound strategies in managing student behavior in a positive and safe learning environment</p> <p><b>Key Performance Indicators</b></p>			
5.1.1 Clearly communicates and applies the school's behaviour management model to students (expected behaviors and consequences for unacceptable behaviour)			
5.1.2 Establishes and maintains clear and effective classroom routines when organizing students			
5.1.3 Uses positive reinforcement to encourage desired behaviour			
5.1.4 Always assesses risks to students' physical safety and takes appropriate action			
<p><b>Professional Dimension Six: Effective Communication</b></p>			
<p>6.1 Demonstrates skill and success in clear and effective communication with students in either or both English and CI Maori</p> <p><b>Key Performance Indicators</b></p>			
6.1.1 Modifies approach (language and effect) to gain rapport with students, colleagues, and parents/caregivers			
6.1.2 Always maintains confidentiality and trust			
6.1.3 Listens attentively and asks relevant questions			
6.1.4 Has taken steps to learn Te Reo Maori			

Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
and an understanding of the history, customs and culture of the Cook Islands			
6.2 Demonstrates skill and success in reporting on student issues to the HOD, Principal and/or the Ministry			
6.2.1 Prepares timely, quality reports in accordance with Ministry policy			
6.2.2 Provides constructive and quality advice to the Principal on student issues with supportive evidence			
6.3 Demonstrates skill and success with inter-staff communications			
<b>Key Performance Indicators</b>			
6.3.1 Establishes and maintains cordial, professional relationships with colleagues			
6.3.2 Engages in open, accurate, constructive and timely communication			
<b>Professional Dimension Seven: Support for Colleagues</b>			
7.1 Demonstrates a high level of commitment to establishing and maintaining effective and cooperative working relationships with and between colleagues			
<b>Key Performance Indicators</b>			
7.1.1 Willingly co-operates with colleagues on tasks that require working in collaboration			
7.1.2 Maintains a high level of professionalism at school, within and outside the school community			
7.1.3 Actively supports decisions taken by the Principal and the Ministry			
7.1.4 Requests for information are met in a timely and obliging fashion			
7.1.5 Regular peer reviews of skills and models used in practice is conducted and written records kept			
7.2 Demonstrates a high level of commitment to providing support and assistance to colleagues where appropriate			
<b>Key Performance Indicators</b>			
7.2.1 Willingly and regularly meets with other Guidance Counselors to exchange information and ideas			
7.2.2 Shares knowledge of guidance, counseling practice, resources and technology and evaluation techniques to help others			
<b>Professional Dimension Eight: Contribution to School and the Community</b>			
8.1 Contributes to the total school operation, including developing the school's relationship with stakeholders			
<b>Key Performance Indicators</b>			
8.1.1 Willingly participates in extra-curriculum activities			
8.1.2 Willingly participates in activities which			

Dimension and Indicators	Consistently Demonstrates	Demonstrated But Not On a Consistent Basis	Not Demonstrated
benefit colleagues or the school as a whole, including those held outside of school hours			
8.1.3 Builds positive relationships with the community			
8.1.4 Demonstrates the ability to communicate with members from within the School Community using appropriate language and media ( <i>memos, posters, letters, notice boards, discussions etc.</i> ), with opportunity for feedback.			
8.1.5 Programs are developed and delivered that facilitate positive interpersonal relationships, team spirit, loyalty to and pride in the school e.g Peer Support, Professional Development for staff on the role of the Counselor and Pastoral Care.			
<p><b>Professional Dimension Nine: Professional Conduct</b></p> <p>9.1 Demonstrates Professional Conduct appropriate for an employee of the Cook Islands Public Service</p> <p><b>Key Performance Indicators</b></p>			
9.1.1 Upholds the values and code of conduct of the Cook Islands Public Service (as set out in the Public Service Act 2009)			
9.1.2 Attends all scheduled classes, meetings and other school appointments punctually.			
9.1.3 Meets all compliance and reporting requirements in a timely manner			
9.1.3 Meets all compliance and reporting requirements in a timely manner			

**ATTESTATION:** *If the counselor has successfully met all requirements and the Principal is happy to endorse this assessment – complete Form A below:*

**FORM A:**

I certify that sufficient documentary and observed evidence has been gathered or sighted to attest that:

..... (Name)

Has met the criteria for attestation in accordance with the Cook Islands Professional Standards for Guidance Counselors.

**General Comments (Optional):**

Signed: ..... (Principal) Date: .....

***If the counselor has not successfully met the requirements for attestation, complete Form B below:***

**FORM B:**

..... (Name) has **not** met the following performance dimension(s): *(Circle those that apply)*

1. Professional Knowledge
2. Professional Development
3. Guidance Counseling Practice
4. Motivation of Students
5. Student Management
6. Effective Communication
7. Support for and Co-operation with Colleagues
8. Contribution to School
9. Professional Conduct

Counselors who do not meet any of the professional standards for GC will be placed on advice and guidance and managed with a Performance Improvement Plan (PIP).

**General Comments:**

Signed: ..... (Principal) Date: .....

**COUNSELOR'S STATEMENT:** *(Tick the appropriate box below)*

This report provides an accurate record of my performance and development for this year	<input type="checkbox"/>	I do not agree with this report and I have completed a written rebuttal that is attached to this form	<input type="checkbox"/>
Counselor's Signature: ..... Date: .....			

**PRINCIPAL'S RECOMMENDATION:**

I recommend that this counselor's overall performance for the year be rated *(circle one)*:

<b>Excellent</b> <i>(Complete table below)</i>	<b>Competent</b>	<b>Unsatisfactory</b>
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**Principal's Comment:**

Signed: ..... *(Principal)* Date: .....

**For Office Use Only:** Report received from school:.....*(Date)*

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Report Verified By: ..... *(Name of Review Officer)*

Has this Counselor been reviewed by PPR this year? *(Circle as appropriate)*      **YES**      **NO**

**Comments:**

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Overall Performance is *(circle one)*:      **Competent**      **Excellent**      **Unsatisfactory**

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Signed: ..... *(CEO of PPR)*

Date: .....

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Report Received by CEO HRM: ..... *(Date)*

**Action Taken:** (Circle as appropriate)

1	Recommendation to Secretary for Performance Increment/Bonus	YES	NO	NA
2	Initiation of PIP	YES	NO	NA
3	Future Professional Development needs noted for facilitation	YES	NO	NA

Signed: ..... (HRM Manager)

Date: .....

**Evidence for Excellent Endorsement**

To gain excellence, a staff member must show that they have consistently achieved beyond the requirements of their job description and/or the criteria of the relevant professional standards.

Use the table below to outline this evidence. This table is available on the Ministry website so that you can add further rows if necessary.

This table should be submitted with the PDS booklet and counselor attestation.

**KEY TASKS**

Key Task	Expected KPI	How this has been consistently exceeded

**Professional Standards**

Standard	Performance Criteria	How this has been consistently exceeded.