ABSTRACT
Teacher appraisal is a mechanism for improving teaching and learning. We all agree that teachers’ professional competence and conscientiousness are the keys to the delivery of quality education in schools. In a well-designed staff appraisal system, the instruments and procedures can constitute valuable professional development for teachers and enable the school management to assess teachers’ performance. The teacher appraisal system assists in recognizing and encouraging good performance, identifying areas for development, and improving overall performance of teachers.

Keywords: Appraisal; Teacher; Performance; Professional Competence; Professional Conscientiousness

INTRODUCTION
To enable public sector schools to implement school-based management, they have been given greater autonomy in the delivery of education and the deployment of resources. The ultimate aim of school-based management is to empower schools to develop their own characteristics and deliver quality education to meet the needs of their pupils, improving their achievement and learning outcomes. To practice school-based management, schools have to set goals, draw up their personnel, resource and instructional policies and conduct self-evaluation.

OBJECTIVES OF TEACHER PERFORMANCE MANAGEMENT
Accountability: To set agreed performance targets and monitor the progress by measuring actual performance against the targets to assist school management in assessing teachers’ performance, ensuring that teachers commit to their duties and that they develop their teaching effectiveness in order to provide quality education to help identify and resolve cases of underperformance to provide school management with proper records, which serve as important references in the selection for promotion and in helping underachieving teachers.

Staff Motivation: To recognize the achievements of teachers, appraise effective teaching practice and encourage the development of quality teaching to provide constructive feedback to individual teachers

Professional Development: To assist teachers in identifying their potential and, areas and ways for improvement, so as to raise their professional standard and improve their team spirit, which support the overall development of the school to provide guidance, counseling and training to teachers having difficulties in their performance to provide relevant information on human resource development for schools to plan appropriate teacher development activities.

Structure of Teacher Appraisal
The Appraisal systems have following 6 steps

Appraisal Cycle: Schools may decide whether the appraisal cycle should be one year or a continuous period of two years. To reduce the workload 5 involved, a school may choose a one-year cycle for half
of the teachers in alternate school years. The appraisal cycle for new teachers in their probation period should be considered separately. For experienced teachers, a school may also adopt a cycle with a combination of one-year or two-year period for formative appraisal, which alternates with a one-year summative appraisal.

Selection and Training of Appraisers- Some of the methods adopted by schools in selecting appraisers are as follows:

For appraisal system intended for accountability purpose, the appraisers should be of a higher rank than the appraiser, for example:

- in a primary school, Certificated Masters/Mistresses (CMs) are appraised by the Deputy Head and Assistant Masters/Mistresses (AMs) who are in turn appraised by the head teacher
- in a secondary school, Graduate Masters/Mistresses (GMs) are appraised by Senior Graduate Masters/Mistresses (SGMs), who are in turn appraised by Principal Graduate Masters/Mistresses (PGMs) or the principal
- For appraisal system intended for professional development, selection of appraisers is mainly determined by the contents and areas of appraisal. If the focus is on teaching, the appraisers should be the panel heads or senior teachers of the respective subjects. On the other hand, if the focus is on special duties e.g. counseling, the appraiser should be the leader of the respective duty team. However, it is not necessary for the appraiser to be of a senior rank. If the objective of the appraisal is to improve teaching methods and skills, schools may allow teachers to pair up voluntarily to observe each other’s lessons and be the appraisers of their counterparts.
- Schools can use a mix of the above methods according to their needs, their development stage and individual duties of teachers.

Areas and Criteria of Appraisal- The appraiser and appraise should agree on the areas, criteria and appraisal methods during their pre-appraisal interview.

Areas of Appraisal- The appraisal of teachers should focus on the performance and not the personality. Generally speaking, the appraisal should focus on the following items:

- teaching and teaching-related duties
- non-teaching duties
- professional and personal competence

Each teacher should have a job description outlining his/her responsibilities and scope of work. This can serve as a reference in deciding the areas of appraisal. The areas of appraisal should be in line with the school goals, major concerns of the current year and program plans under various subjects. Consider the following examples:

- If one of the school’s major concerns of the current year is “to raise students’ moral standard through various learning activities in moral education”, the performance of the teachers in implementing moral education should be included in the areas of appraisal of the current year.
- If one of the objectives of the subject of Chinese is “to raise the students’ interest in reading”, the performance of the teachers in this aspect should also be appraised, as one of the appraisal items of the current year.

Criteria in Appraisal- The criteria in appraisal should include, as far as possible, concrete performance indicators. The objective standard in appraising teachers should be clearly defined and
accepted by the 7 teachers concerned. In developing performance indicators, the following may serve as reference:

- Indicators are only tools for assisting appraisal and may be reviewed and revised regularly by the school heads and the teachers concerned.

- Different indicators should be used for appraising teachers of different ranks, subjects or groups in order to reflect their performance under different job areas. Therefore, schools may include some core indicators (which should apply to all teachers of the school) and some which are specific to the job areas, subjects and groups. Besides, when the same performance indicator is used for appraising teachers of different posts, appropriate weighting should be accorded to the respective posts. For example, ‘ability in planning and organization of work’ should carry more weight in appraising the Head of Department than a subject teacher.

Appraisal Methods- Appraisal methods include collection of data on performance and appraisal interview.

Collecting Information-

i. Self-appraisal Self-appraisal is an evaluation of one’s own teaching performance. Involves a reflection on one’s work, outcome and development needs. This method can encourage input from teachers in the appraisal process to share the responsibility of self-improvement and personal growth. This can provide appraisers with supplementary information.

ii. Lesson Observation Lesson observation is to observe the process of teaching and learning in classroom. This activity is very important and essential in understand teacher’s effectiveness. Lesson observation can be arranged several times over the year.

iii. Scrutinizing Schemes of Work, Lesson Plans and Marking of Exercises / Examination Papers

Procedures of Appraisal Interview- Appraisal interview provides an opportunity for genuine dialogue. It involves an exchange of information between the appraiser and the appraise concerning the latter’s performance during the appraisal period.

The process of the appraisal interview should include the following:

1. The appraiser should assist the appraise in evaluating the latter’s performance, and show appreciation and recognition on areas well performed during the appraisal period.

2. The appraiser should assist the appraise in understanding his/her potential, teaching style and professional development needs, and thus help the appraise work out a professional orpiment program me, setting out objectives and expected outcomes.

3. The appraiser should understand the appraiser’s feelings, problems and expectations.

Appraisal Report- Appraisal report is used to report the appraiser’s performance systematically. It includes the appraiser’s

- qualifications, previous teaching experience and training record
- appraiser’s duties and areas of appraisal during the appraisal period
- appraisal records (e.g. lesson observation record, performance appraisal record)
- appraisal interview record Appraisal report helps
- the appraise define objectives of improvement or development
- The school plan training activities for teacher development.

Complaints Procedures- For appraisal systems involving summation or accountability, complaints procedures are normally available. Teachers may complain about his performance appraisal within a
specified period of time (for example, four weeks) from the appraisal interview. The SMC, in consultation with the teaching staff, should establish formal written procedures for handling such complaints.

**FINDINGS**

- The teacher appraisal system assists in recognizing and encouraging good performance, identifying areas for development, and improving overall performance of teachers.
- The ultimate aim of teacher performance management is to empower schools to develop their own characteristics and deliver quality education to meet the needs of their pupils improving their achievements and learning outcomes.
- Teacher performance management helps to assist teachers in identifying their potential and areas for improvement so as to raise their professional standard and improve their team spirit.
- Teacher performance management helps to recognize the achievements of teachers appraise effective teaching to provide constructive feedback to individual teachers.

**CONCLUSION**

The following are the conclusions derived from the study:

- Through the appraisal process as practiced in Indian secondary schools, teachers can gain increased knowledge and skills, which ultimately enhance their performance in their daily duties in the schools. Most importantly, the appraisal process plays a crucial role in moulding the disposition of the teachers positively towards the teaching profession.
- Many teachers do not understand the purposes or practices of the current teacher appraisal process due to lack of orientation and training. This constitutes an important and urgent avenue for in-service teacher training.
- In sum, the current teacher appraisal system is acceptable, but managerial and training aspects should be improved. The teacher appraisal system should be periodically reviewed to keep it in line with changes that may have taken place in the education system.

**REFERENCES**

