



# MYANMAR INTERNATIONAL SCHOOL MANDALAY

## PERFORMANCE MANAGEMENT POLICY

**Approved by:** Nu Nu Aye (BOD)

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# Performance management policy and procedures

## Purpose

The purpose of this performance appraisal policy is to create a framework that is transparent, fair, and efficient in assessing the performance of teaching and non-teaching staff members at the Myanmar International School Yangon. This policy aims to identify areas for improvement, promote the professional growth of our staff members, reward good performance, and ensure alignment with the school's vision and mission.

Myanmar International School Yangon's staff who work regularly, full-time, or part-time are subject to this policy.

## The appraisal process

The performance appraisal for academic staff will be conducted annually on a two year cycle, while for the admin and operational staff this will be conducted annually on a one year cycle (see appendix 1 and 2). Adjustments can be made to the timing to match the school's academic calendar and the start date of the staff member.

### Probationary Period:

All new members of staff are required to complete a three month probationary period. During this probationary period staff members will be formally appraised by their line manager to ensure that both parties are in agreement regarding the continuation of the contract.

## Roles & Responsibilities

**The board of directors** will be responsible for monitoring the appraisal process.

**The head of school** will be primarily responsible for administering the policy. The head of school will assign appraisers to each member of staff and adjust as necessary. The head of school will ensure that the appraisal operations are taking place within appropriate deadlines and are well managed for the smooth implementation of the provisions of the policy. The head of school is the primary reviewer of appraisal procedures, in case of any conflicts, and therefore, has access to all necessary information regarding the performance of individual staff members.

**Appraisees** - All staff members are responsible for participating in the performance appraisal process by setting objectives, gathering evidence of accomplishments by keeping updated portfolios of evidence, and engaging in open and constructive communication with their line managers.

**Appraisers** - The responsibility of line managers is to conduct fair and objective evaluations of their team members, using the agreed performance appraisal process. This includes providing regular feedback throughout the year, setting clear performance expectations, and actively participating in professional development discussions.

**Human Resources** - The HR team plays an important role in supporting and implementing performance appraisals. The HR team is responsible for liaising between the head of school and line managers. It is the responsibility of the human resources team to ensure smooth implementation and administration of the appraisal process.

## Performance Criteria

The following performance criteria will be used as a basis for all staff appraisals:

### Teaching staff

- Setting high expectations which inspire, motivate and challenge students
- being accountable for students' attainment, progress and outcomes
- Demonstrating good subject and curriculum knowledge
- Planning and teach well structured lessons
- Adapting teaching to respond to the strengths and needs of all students
- Making accurate and productive use of assessment
- Managing behaviour effectively to ensure a good and safe learning environment
- Fulfilling wider professional responsibilities

### Administrative and operational staff

- Concentration at work
- Learning ability
- Ability to show interest and initiative
- Responsibility in assigned job
- Attitudes towards work
- Respecting and abiding by rules and regulations
- Interpersonal relationships and manners
- Communication skills
- Problem solving skills
- Punctuality and attendance,

## Performance appraisal cycle (see appendix 1 and 2)

**Objective setting:** At the beginning of the appraisal cycle, staff members, in collaboration with their line managers, will set specific and measurable professional objectives aligned with the school's vision and mission.

**Regular feedback:** Continuous feedback will be given throughout the year, allowing for ongoing discussion and objective adjustments as needed.

**Mid-year review:** A mid-year review meeting will be held after one year for academic staff to evaluate progress, discuss any changes to targets and give staff members the chance to ask for guidance or clarification. A mid-year review is optional for administrative and operational staff and will be decided upon by line managers.

**Self-assessment:** Staff are encouraged to engage in self-assessment, which will allow them to evaluate their performance against the agreed criteria and gain insights into their professional development needs.

**Performance appraisal meeting:** A formal performance appraisal meeting will be scheduled between staff and their line manager. The discussion will focus on the individual's performance, address any concerns, and work together to set objectives for the upcoming academic year.

**Documentation:** All performance appraisal discussions and outcomes will be documented in writing. The document will be signed by both the line manager and the staff member as an acknowledgment of the decisions made. All the documents will be kept and monitored by the human resources department.

## Confidentiality

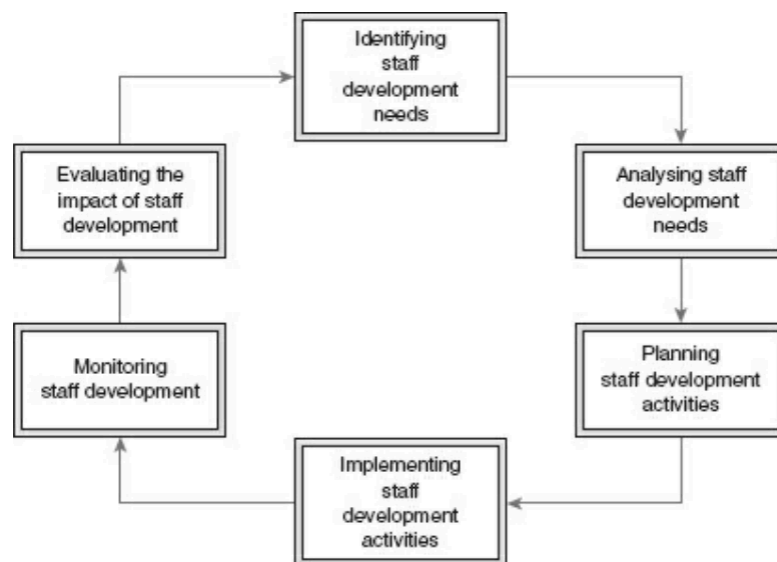
All performance appraisal records and discussions will be kept confidential. Information shared during the appraisal process will only be disclosed to individuals who are directly involved in the performance management process.

## Professional Development

Professional development is a priority and an entitlement for all staff at MISY. The purpose of developing and managing a high quality professional development programme is to:

- Support everyone in becoming more effective in their jobs, so students learn and achieve higher standards.
- To improve recruitment because a school that is focused on staff development will be looking to find people with the right skills.
- To create a learning-centred community – the students are learning and so are the staff.
- Improve staff retention because staff feel fulfilled and successful.

## Approaches to professional development



**Figure 2.1** The staff development cycle

*Sarah Bubb and Peter Earley 2010: Helping staff develop in schools.*

Decisions about professional development provision is based on two distinct criteria:

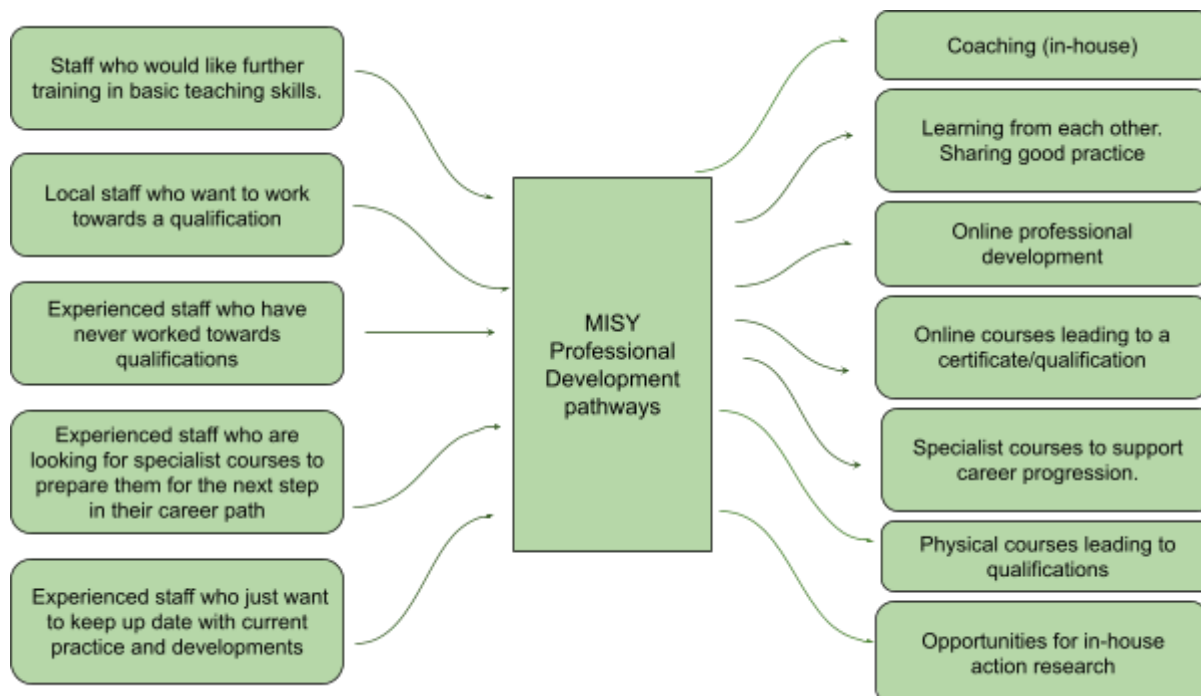
### **The perceived needs of the school, based on strategic areas and goals.**

These will be identified and shared with staff and may include aspects such as curriculum development or whole school priorities. This also includes mandatory requirements for training to ensure that school standards are maintained in areas such as child protection, where an annual refresher course needs to be completed by all staff.

### **The perceived needs of individual staff members in line with stated objectives identified as part of the performance appraisal process.**

These will be discussed at the initial objective setting meeting with line managers and reviewed at the end of the appraisal cycle. Professional development opportunities will form part of the support offered to ensure that targets are met.

Professional development opportunities can be identified by individual members of staff or offered through the current professional development pathways provided by the school.



## Procedures for professional development

Once professional development needs are identified staff can make an application for a professional development opportunity through their line manager. The final decision will be made by the head of school.

Decisions about funding will be made on a case by case basis and will depend on how the opportunity relates to identified objectives or perceived school priorities.

Staff may also be approached by line managers with professional development opportunities which may be seen to support skills development linked to specific roles and responsibilities within the school.

Staff attending courses must ensure that arrangements for cover are made in consultation with their line manager.

**All staff undertaking professional development training funded, or partly funded by the school, will be asked to sign a document stating that the staff member will need to make a commitment of at least one year as an employee of the school following the training or pay back all or some of the cost of the training.**

## **Evaluating the impact of professional development**

All staff will need to ensure that learning from professional development opportunities is effectively shared with colleagues and/or integrated into their professional practice.

The impact of professional training opportunities will be assessed as part of the performance appraisal process, when objectives are reviewed at the end of the performance appraisal cycle.

## **Dealing with performance concerns**

The majority of members of staff will be competent in their role for the majority of the time. On occasions, however, an individual may need support to help them sustain the required level of performance.

The head of school may consider a member of staff to be underperforming where:

- The standard of performance falls below that which is required to meet or make progress towards a staff member's performance appraisal targets.
- The standard of performance falls below that which is required to meet the expectations of a particular role in the school.

## **Possible courses of action**

Depending on the nature of the concern the line manager, in consultation with the head of school, will decide on a proportionate response. This may include:

- An early conversation to confirm the expected standards of the role and address specific concerns.
- Coaching/ mentoring support.
- Structured managerial support.

An early conversation, followed by coaching or mentoring support, will be used to support low-level or early stage concerns where these might be an effective measure. An appropriate programme of coaching or mentoring will be agreed by the line manager and the member of staff. Where the performance concern is more significant or continues, structured managerial support will normally be put in place.

## **Structured managerial support**

Where a performance concern has been identified that requires additional support, a discussion will be held between the line manager, head of school and the member of staff. The outcome of the meeting will be to identify what steps will be taken to support the required improvement in performance and meet the required standard.

The discussion will include:

- What area(s) of performance is/are of concern.
- What improvements are needed to meet the required standard.
- The timescales in which this is to be achieved.
- The support that will be provided to assist the member of staff.
- How frequently the performance/ progress will be monitored and reviewed.
- The potential consequences of improvement not being achieved.

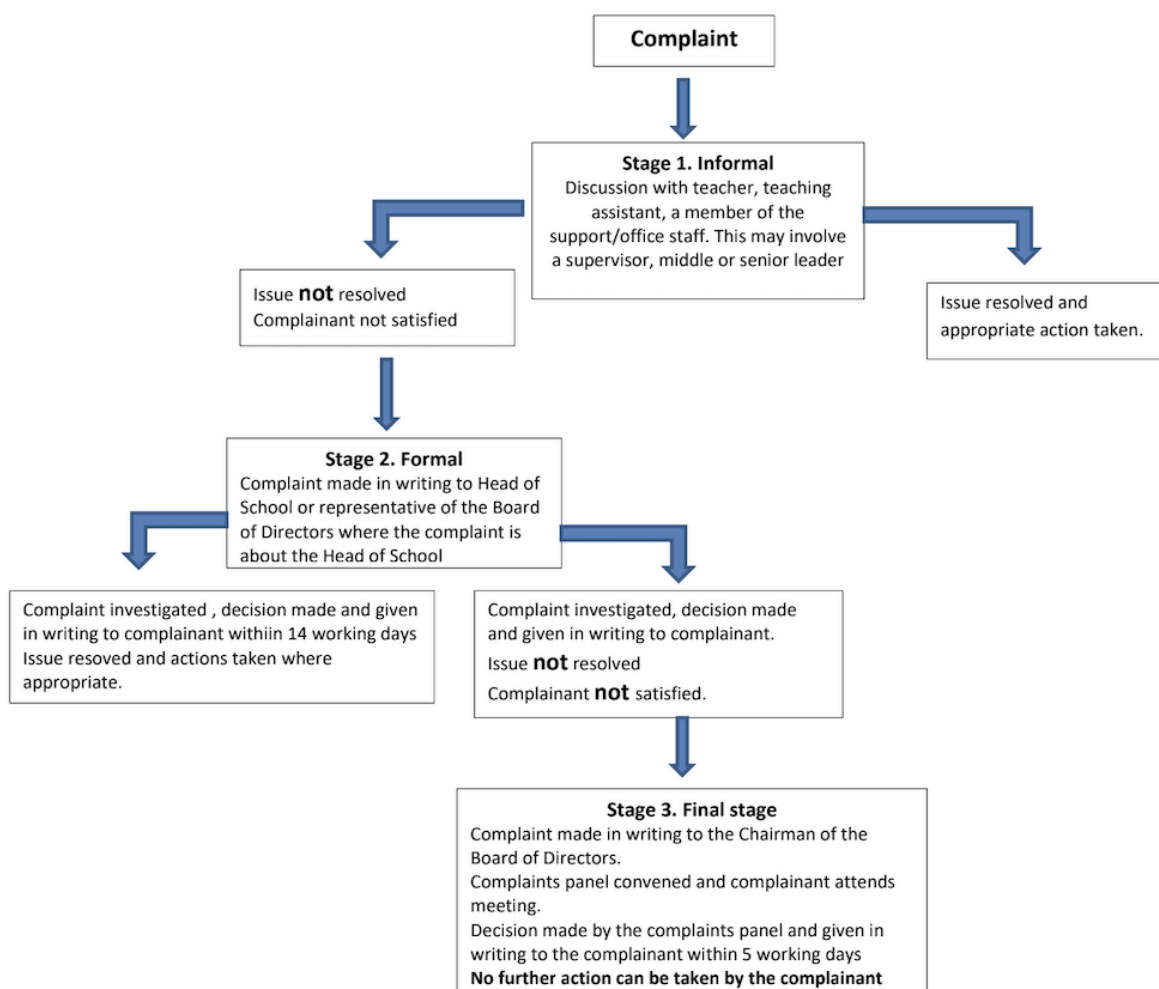
The key outcomes of the meeting will be recorded and shared with the individual.

The purpose of the structured managerial support programme is to assist the member of staff to achieve the necessary improvement within the agreed timescales. Where this is successful the head of school or line manager will confirm this in writing to the member of staff.

If the necessary progress towards the required improvement is not being made, the member of staff will be informed that failure to achieve this may lead to the termination of their contract.

## Appeals process

A formal appeals process will be available if a staff member disagrees with the performance appraisal outcome by following the school complaints procedure. The board of directors will review this process in order to ensure fairness and objectivity.



## Performance appraisal and salary increments

Decisions about salary increments will be made as part of the performance appraisal process on an annual basis as follows:

- For academic staff who wish to be considered for contract renewal, a meeting will take place with the head of school in January of the second year of the contract. At this meeting the staff member is invited to present a portfolio of evidence as the basis for a review of performance leading to recommendations regarding contract renewal and salary increments as outlined in the contract terms and conditions.



- For academic staff who are mid-contract, a meeting will take place with the head of school towards the end of the first year of the contract (May/June). At this meeting the staff member is invited to present a portfolio of evidence as the basis for a review of performance leading to recommendations regarding salary increments as outlined in the contract terms and conditions.
- For operational and administrative staff, recommendations regarding salary increments will take place as part of the formal appraisal meetings with the line manager and business manager in June and July.

All decisions regarding salary increments are made by the board of directors, based on recommendations from the head of school.

Reasons why a salary increment may not be granted include, not meeting the performance criteria or in circumstances where the school budget is affected, such as a drop in numbers of students enrolling in the school etc.

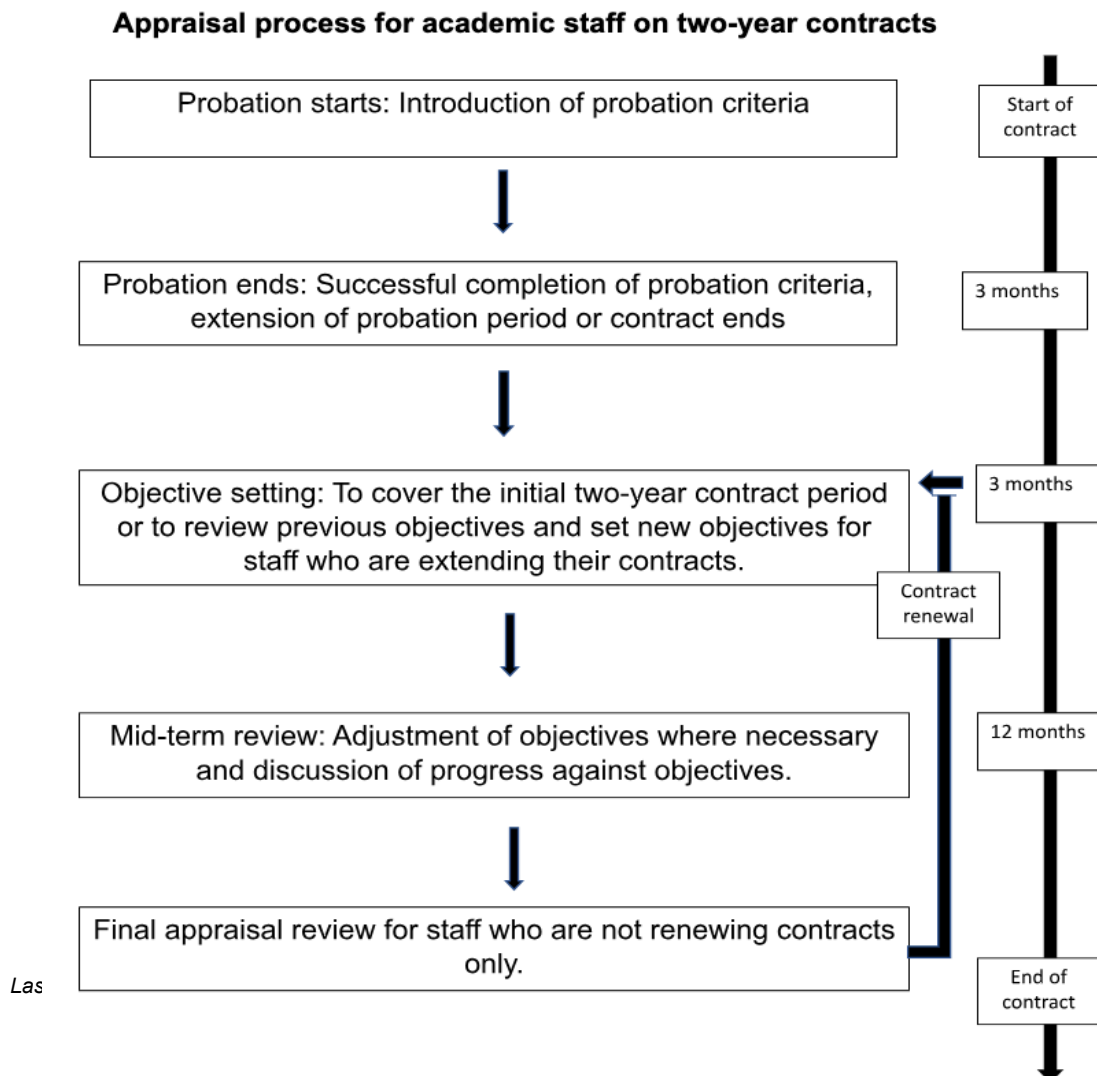
### Policy Review

This policy will be reviewed on a regular basis to ensure its effectiveness and relevance to the changing needs of MISY.

### Linked policies

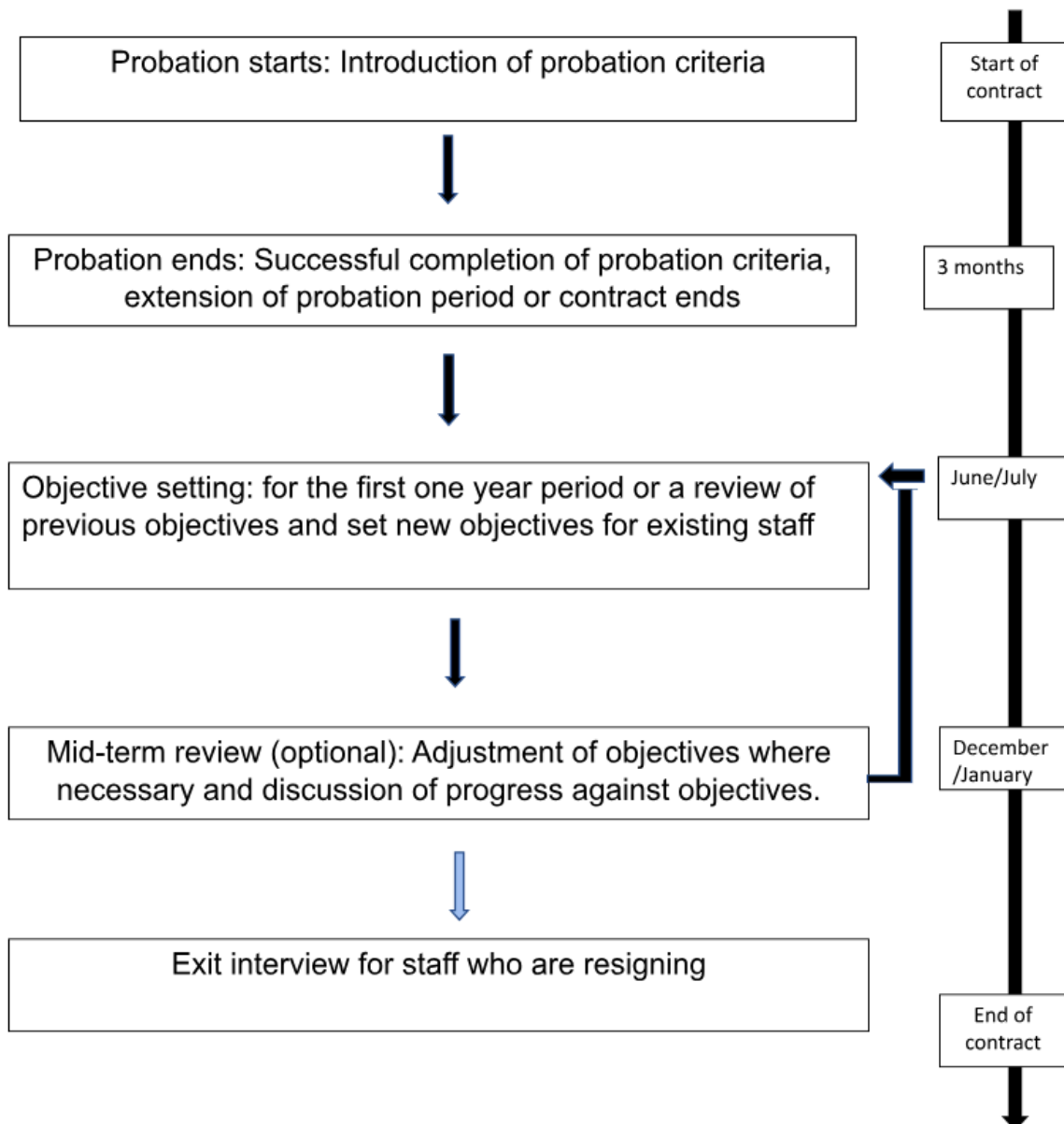
- Complaints procedure
- Staff handbook (academic)
- Staff handbook (operational and administrative)

## Appendix 1: Appraisal process for academic staff on two-year contracts



## Appendix 2: Appraisal process for administrative and operational staff

### Appraisal process for administrative and operational staff



### Appendix 3: Appraisal template



## Teacher Performance Appraisal

Teacher:

Appraiser:

### Preamble

As a school we consider that teacher performance appraisal is an important professional responsibility for both the teacher and the school's leadership to ensure the highest quality teaching and learning opportunities for our students, as well as the best professional growth opportunities for each teacher.

The teacher performance appraisal is one component of the MISY Teacher Portfolio. The teacher performance appraisal documentation should be used as evidence of high-quality professional practice.

### Deadlines

Probation completion

By:

Setting of personal objectives for 2024-26

By:

Formal lesson observation 1

By:

- Mid-term review

By:

- Formal Lesson observation 2

By:

- Formal contract meeting with Head of School (MISY Teacher Portfolio of Evidence required)

By:

<ul style="list-style-type: none"> <li>Final Review</li> </ul>	By:
<b>Notes</b>	
<p>Evidence required for the teacher performance appraisal: Examples (not exhaustive) of evidence for the teacher performance appraisal:</p> <ul style="list-style-type: none"> <li>Lesson plans for formal observations</li> <li>Formal lesson observation feedback</li> <li>Photos/videos taken during the lesson observation.</li> <li>Documents related to the teacher's personal objectives</li> <li>Feedback from walk-through visits</li> <li>Anecdotal evidence of student learning and progress (Assessments etc)</li> </ul>	

Teacher probation appraisal (new teachers only)			
Teacher:		Date:	
Appraisal carried out by:			

Appraisal Process	Evidence to be considered
This is a formal meeting with senior leaders to assess performance against teaching standards over a three month period as outlined in the MISY teacher contract.	<ul style="list-style-type: none"> <li>Observation of teaching</li> <li>Evidence in students' books/portfolios</li> <li>Talking to students</li> <li>Progress according to data</li> </ul>

Standard	Evidence of standard being met	Area for development
<b>1. Set high expectations which inspire, motivate and challenge students</b>		
<ul style="list-style-type: none"> <li>Is there a safe and stimulating learning environment for students?</li> <li>Are students of all backgrounds, abilities and dispositions stretched and challenged?</li> <li>Are positive attitudes, values and behaviour demonstrated and modelled for students?</li> <li>Is good progress and outcomes by students promoted?</li> </ul>		
<b>2. be accountable for students' attainment, progress and outcomes</b>		

<ul style="list-style-type: none"> <li>● Is there an awareness of students' capabilities and their prior knowledge?</li> <li>● Are students guided to reflect on the progress they have made and their emerging needs?</li> <li>● Is knowledge and understanding of how students learn demonstrated?</li> <li>● Are students encouraged to take a responsible and conscientious attitude to their own work and study?</li> </ul>		
<b>3. Demonstrate good subject and curriculum knowledge</b>		
<ul style="list-style-type: none"> <li>● Is a secure knowledge of the relevant subject(s) and curriculum areas demonstrated?</li> <li>● Is a critical understanding of developments in the subject and curriculum area evident?</li> <li>● Is there an understanding of a responsibility to promote high standards of literacy and the correct use of standard English?</li> </ul>		
<b>4. Plan and teach well structured lessons</b>		
<ul style="list-style-type: none"> <li>● Is lesson time used effectively?</li> <li>● Do the lessons promote a love of learning and intellectual curiosity ?</li> <li>● Is homework planned to consolidate and extend the knowledge and understanding students have acquired?</li> <li>● Is there evidence of reflection on the effectiveness of lessons and approaches to teaching?</li> <li>● Is there evidence of a contribution to the design and provision of curriculum provision in the relevant subject/year group?</li> </ul>		
<b>5. Adapt teaching to respond to the strengths and needs of all students</b>		
<ul style="list-style-type: none"> <li>● Is there evidence of differentiation, using approaches which enable students to be taught effectively?</li> </ul>		

<ul style="list-style-type: none"> <li>● Is there a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these?</li> <li>● Is there an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development?</li> <li>● Is there a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is there evidence of an ability to use and evaluate distinctive teaching approaches to engage and support them?</li> </ul>		
<b>6. Make accurate and productive use of assessment</b>		
<ul style="list-style-type: none"> <li>● Is there knowledge and understanding about how to assess the relevant subject and curriculum areas?</li> <li>● Is formative and summative assessment used to secure students' progress?</li> <li>● Is data used to monitor progress, set targets, and plan subsequent lessons?</li> <li>● Are students given regular feedback, both orally and through accurate marking, and are students encouraged to respond to the feedback?</li> </ul>		
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>		
<ul style="list-style-type: none"> <li>● Are there clear rules and routines for behaviour in classrooms and is the school's behaviour policy followed?</li> <li>● Are there high expectations of behaviour and has a framework for discipline been developed, with a range of strategies, using praise,</li> </ul>		

<p>sanctions and rewards consistently and fairly?</p> <ul style="list-style-type: none"> <li>• Are classes managed effectively, using approaches which are appropriate to students' needs in order to involve and motivate them?</li> <li>• Are good relationships maintained with students, with appropriate authority demonstrated?</li> </ul>		
<b>8. Fulfil wider professional responsibilities</b>		
<ul style="list-style-type: none"> <li>• Is there evidence of a positive contribution to the wider life and ethos of the school?</li> <li>• Have effective professional relationships with colleagues been developed, knowing how and when to draw on advice and specialist support ?</li> <li>• Are support staff deployed effectively?</li> <li>• Is responsibility taken to improve teaching through appropriate professional development and by responding to advice and feedback from colleagues?</li> <li>• Is there effective communication with parents about students' achievements and well-being?</li> </ul>		

Additional space for notes	
Strengths observed during probation period	Opportunities for sharing good practice
Areas for development	How will this be achieved (CPD/Resources etc)
Additional Teacher Comments (if any)	Additional Comments by appraiser (if any)

Signed (appraiser)  
(teacher)

Signed

**Objective setting meeting.**  
(Deadline-October for new staff/ September for returning staff)

Date of meeting:

**Personal Objectives.**

Objective 1: (linked to whole school goals)

Evidence:

Objective 2: ( linked to sectional goals)

Evidence:

Objective 3: (linked to professional development goals)

Evidence:

Resources and training requested to support the achievement of these objectives.

**Mid term review.**

(Progress on individual objectives and overall assessment of performance.)  
(Deadline:September)

Date of Meeting:



Review of objectives: (See personal objectives).
Objective 1
Objective 2
Objective 3
Overview of teaching:
Overall contribution to the school:

<p align="center"><b>Appraisal review</b>          (Review of individual objectives and overall assessment of performance.)          (Deadline: May or September)</p>
Date of Meeting:
Review of objectives: (See personal objectives).
Objective 1
Objective 2
Objective 3
Overview of teaching:
Overall contribution to the school:

Brief description of training.	Name of trainer(s).	Date and location.

Teacher comments and self-reflection

## Appendix 4 : Performance Appraisal Form



### Yearly Performance Appraisal Form

(နှစ်စဉ်ဆောင်ရွက်ချက် အကဲဖြတ်မှု မှတ်တမ်းပုံစံ)

#### Section 1 - Personal Data

Name: (အမည်)		Position: (ရာထူး)	
Joining Date: (အလုပ်စတင်သည့်နေ့)		Department: (ဌာန)	
Appraisal Date:		Supervisor/ Line Manager	

#### Section 2 - Evaluation

Quality of work		Remark
Poor	Work frequently has to be repeated, with many errors. (အလုပ်ကို အမြဲတမ်း အကြိမ်ကြိမ်ပြုလုပ်ရခြင်း)	
Average	Work sometimes must be repeated and requires extra checking. (အလုပ်ကို တခါတရံ အကြိမ်ကြိမ် ပြန်လည် ပြုလုပ်ရခြင်း)	
Satisfactory	Work is generally acceptable, errors are few and needs, only normal checking. (သာမန်အားဖြင့် လက်ခံနိုင်ဖွယ်ရှိသော အလုပ်အရည်အသွေး)	
Good	Work is of a high quality and errors are rare. Minimum checking is required (အဆင့်မြင့် အလုပ်အရည်အသွေး)	
Outstanding	Work is of an exceptional quality in all areas. No checking is required. (ထူးခြားသော အလုပ်အရည်အသွေး)	
Additional Comment: အခြားမှတ်ချက်		

<b><u>Job knowledge</u></b>		<b>Remark</b>
Poor	Shows weaknesses in job knowledge, depends largely on others and requires specific instruction. (အလုပ် အသိပညာချို့တဲ့ခြင်း)	
Average	Shows minimum job knowledge, seeks help frequently and requires instruction. (အလုပ် အသိပညာ အနိမ့်ဆုံး အဆင့်ရှိခြင်း)	
Satisfactory	Has satisfactory job knowledge, is able to handle routine questions and strives to improve work. (သာမန်အားဖြင့် လက်ခံနိုင်ဖွယ်ရှိသော အလုပ်အရည်အသွေး)	
Good	Has good job knowledge and constantly looks for ways to improve work. (အဆင့်မြင့် အလုပ် အရည်အသွေး)	
Outstanding	Has exceptional knowledge of own job and related jobs. (ထူးခြားသော အလုပ်အရည်အသွေး)	
Additional Comment: အခြားမှတ်ချက်		

<b><u>Initiative</u></b>		<b>Remark</b>
Poor	Unreliable. Has to be pushed. Asks for guidance unnecessarily and is resistant to change. (အားထားရနိုင်ခြင်း မရှိ အမြဲတမ်းတွန်းအားပေးနေရခြင်း)	
Average	Has to be told what needs to be done and is seldom proactive. (လိုအပ်ချက်ကို မည်သို့လုပ်ဆောင်ရမည်ကို ပြောနေရခြင်း)	
Satisfactory	Occasionally volunteers practical and useful suggestions. (အခါအားလျော်စွာ မိမိဆန္ဒအလျောက် အစားထိုးလုပ်နိုင်ခြင်း)	
Good	Needs general instruction but has initiative to work out the details. (သာမန်ညွှန်ကြားချက်သာလိုအပ်ပြီးမိမိအသိဖြင့်ဦးဆောင် လုပ်ကိုင်နိုင်ခြင်း)	
Outstanding	Takes initiative and is proactive in solving problems. Takes a lead and works independently. (မည်သည့်ညွှန်ကြားချက်မျှမလိုအပ် မိမိလိုအပ်ချက်အားလုံးကို လုပ်ကိုင်ခြင်း)	
Additional Comment: အခြားမှတ်ချက်		

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<b><u>Hardworking/ Reliability</u></b>		<b>Remark</b>
Poor	Unreliable work performance. Is often not there when necessary. Requires close supervision. (အားထားဖွယ်ရာ မရှိသော အလုပ်အရည်အသွေး)	
Average	Occasionally fails to finish work on time and is unable to adapt to meet the needs of the work. (တခါတရံ အချိန်မီ ပြီးစီးမှုမရှိခြင်း)	
Satisfactory	Average dependability. Requires normal supervision and is usually industrious. (သာမန် အားထားနိုင်ခြင်း)	
Good	Dependability is more than adequate, follows instruction well and is able to quickly adapt. (အားထားနိုင်သော အရည်အသွေး)	
Outstanding	High dependability. Little or no supervision required. (အမြင့်မားဆုံး အလုပ်အရည်အသွေး)	
Additional Comment: အခြားမှတ်ချက်		

<b><u>Team spirit/ Attitude/ Cooperation</u></b>		<b>Remark</b>
Poor	Uncooperative. Does not show commitment and is unable to interact with others. (ပူးပေါင်းဆောင်ရွက်မှု မရှိခြင်း)	
Average	Adequate work output requires guidance and direction to improve. Minimal interaction with others. (သင့်တင့်သော အားထုတ်မှု)	
Satisfactory	Able to interact with others and is willing to help as part of the team when called upon. (အချင်းချင်း အပြန်အလှန် ဆက်သွယ်ဆောင်ရွက်နိုင်ခြင်း)	
Good	Committed and cooperative to others without compromising own tasks. Proactive about changes and improvements (အစားထိုးလုပ်ကိုင်နိုင်ပြီး ပူးပေါင်းဆောင်ရွက်နိုင်ခြင်း)	
Outstanding	Shows an exemplary work ethic and attitude is a committed and outstandingly good team player; a dedicated individual. (စံနမူနာပြု လုပ်ကိုင်ဆောင်ရွက်ခြင်း)	
Additional Comment: အခြားမှတ်ချက်		



**Target 2 (linked to the specific work of the appraisee)** ဦးတည်ချက် (၂) (သတ်မှတ်ထားသော လုပ်ငန်းပိုင်းဆိုင်ရာ နှင့် ဆက်စပ်၍)

**Please mention last year target –** ယခင်နှစ်၏ ဦးတည်ချက်ကို ဖော်ပြပါ

**Achieved or not achieved –** ၎င်းဦးတည်ချက် အောင်မြင်ခဲ့သလား၊ မအောင်မြင်ခဲ့သလား ဖော်ပြပါ

**If not achieved, why? –** မအောင်မြင်ခဲ့ပါက ဘာကြောင့်ဖြစ်ပါသလဲ ဖော်ပြပါ

**Target for this year –** ယခုနှစ်အတွက် ဦးတည်ချက်ကို ဖော်ပြပါ

### **Section 3 - Feedback and Review questions**

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**What is one accomplishment you're proud of during the last review period?**

နောက်ဆုံးပြန်လည်သုံးသပ်သည့်ကာလတွင် သင်ဂုဏ်ယူမိသော အောင်မြင်မှုတစ်ခုကား မည်သည့်အရာနည်း။

**What do you hope to achieve over the next half year? Are there any targets you hope to meet?**

လာမယ့်နှစ်ဝက်တွင် ဘာတွေအောင်မြင်ဖို့ မျှော်လင့်ပါသနည်း။

<p><b>How has management helped or hindered your job performance?</b> အုပ်ချုပ်ရေးအဖွဲ့၏ လုပ်ဆောင်မှုများက သင့်အလုပ်စွမ်းဆောင်ရည်ကို အထောက်အကူဖြစ်စေခဲ့ပါသလား၊ သို့မဟုတ် အတားအဆီးဖြစ်စေခဲ့ပါသလား။</p>	
<p><b>What do you like most about this job?</b> ယခုအလုပ်နှင့် ပတ်သက်ပြီး မည်သည့်အပိုင်းကို အနှစ်သက်ဆုံးဖြစ်ပါသနည်း။</p>	
<p><b>Do you feel you have everything you need to do your job?</b> သင့်အလုပ်လုပ်ဖို့ လိုအပ်သည်များအပြည့်စုံရှိပါသလား။</p>	
<p><b>Do you understand your role and responsibility?</b> သင့်နေရာ၊ သင်တာဝန်ယူထားရသည့် အပိုင်းကို သိပါသလား။</p>	
<p><b>Do you feel you work well together with other departments?</b> ကျန်သည့် အခြား အဖွဲ့များ နှင့် အဆင်ပြေပြေ ကောင်းကောင်းအလုပ်လုပ်နိုင်သည်ဟု သင်ယူဆပါသလား။</p>	
<p><b>Training Required:</b> လိုအပ်သော သင်တန်းများ</p>	
<p><b>Appraisee's comment:</b> ဝန်ထမ်း၏မှတ်ချက်</p>	
<p><b>Sign:</b></p>	<p><b>Date:</b></p>
<p><b>Appraiser's comment</b> (ကြီးကြပ်သူ၏မှတ်ချက်)</p>	
<p><b>Sign:</b></p>	<p><b>Date:</b></p>



**This section will be filled out by the Appraiser.**

Outstanding ( ထူးချွန်အဆင့်)	Good ( ကောင်းမွန်အဆင့် )	Satisfactory ( ကျေနပ်ဖွယ်ရာအဆင့်)	Average ( သာမန်အဆင့်)	Poor (သာမန်အောက်အဆင့် )
Additional comments (if any):				
Approved by Business Manager				Date:
Approved by Head of School				Date:
<b>Note. This record is maintained by the Human Resources Department. Employees will receive a formal letter from HR regarding their performance results.</b>				

## Appendix 5: Lesson observation template

### MISY vision for learning

High quality teaching and learning at MISY starts from the ground up.

Learning takes place in an environment that is not only safe and supportive, but also challenging and stimulating, encouraging students to fulfil their potential and strive for success.

Students will develop personal, social and academic skills as they engage in all forms of learning, facilitated by teachers, to ensure that they receive a well-rounded, up-to-date education adapted to their individual needs.

### Lesson observation

<b>Teacher</b>	<b>Date</b>
<b>School/Setting</b>	<b>Name and Role of Observer</b>
<b>Lesson Context Information</b> (year group, number of students, ability level)	<b>No. of additional adults</b> other than teachers & how deployed
<b>Developmental Focus</b> (from previous observations)	<b>Subject and Learning Objectives</b>

<b>Observer comments on professional strengths</b>	
<b>Teacher's reflective comments</b>	
<b>Areas for development - no more than 3</b>	
<b>1</b>	
<b>2</b>	

3	

Focus areas: High Expectations and Managing Behaviour TS 1 & 7	
<b>Vision for learning:</b> <i>Learning takes place in an environment that is not only safe and supportive, but also challenging and stimulating</i>	
<ul style="list-style-type: none"> <li>• A positive environment promoting effort and perseverance</li> <li>• Students being challenged, show effort and perseverance</li> <li>• Effective relationships, trust and mutual respect</li> <li>• Consistent rules and routines</li> <li>• Students are confident to make mistakes</li> <li>• Praise, rewards and sanctions used appropriately and as per school policy</li> <li>• Rigorous and effective class and behaviour management</li> <li>• Used intentional and consistent language that promotes challenge and aspiration</li> <li>• Checked Student's ' understanding of instructions.</li> </ul>	
Comments	

Focus areas: How students Learn, Classroom Practice and Adaptation of learning TS 2,4 & 5	
<b>Vision for learning:</b> <i>High quality teaching and learning at MISY starts from the ground up.</i> <i>.... facilitated by teachers, to ensure that they receive a well-rounded, up-to-date education adapted to their individual needs.</i>	
<ul style="list-style-type: none"> <li>• Use of students' prior knowledge and retrieval tasks so students revisit ideas</li> <li>• Students are responsible and conscientious</li> <li>• Modelling, scaffolding and consolidation</li> <li>• There is evidence of sound planning</li> <li>• Lesson time is used well</li> <li>• Clear verbal explanation, content is sufficiently broken down</li> <li>• Metacognitive strategies linked to subject knowledge taught explicitly</li> <li>• Effective questioning used</li> <li>• Well-designed resources, high expectations for all</li> <li>• Homework set is effective</li> <li>• Adapting teaching provides targeted support to students and does not use artificially created distinct tasks for different groups of students unnecessarily</li> <li>• Meets the needs of all students, including SEN, EAL, high and low attainers etc</li> <li>• Do you see teaching strategies such as activating prior learning; retrieval practice; regularly checking learning; asking many questions; modelling? Well-designed resources, high expectations for all?</li> </ul>	
Comments	

Focus areas: Curriculum and Subject Knowledge TS3	
<b>Vision for learning:</b> <i>Students will develop personal, social and academic skills as they engage in all forms of learning</i>	
<ul style="list-style-type: none"> <li>• How has long-term planning been used (Schemes of Learning) to inform the planning of this lesson?</li> <li>• Is knowledge of this topic secure – how do you know?</li> <li>• How is content knowledge being transformed into effective learning?</li> <li>• How are students' interests maintained?</li> <li>• Are there examples of misunderstandings being addressed?</li> <li>• Are misconceptions planned for or addressed – how do you know?</li> </ul>	

<ul style="list-style-type: none"> <li>• Is there evidence that progression has been planned for; students' prior knowledge considered; and students' subject knowledge developed for future learning?</li> <li>• What examples of subject-specific or general pedagogies have been used to develop subject knowledge?</li> <li>• Are there examples of well-informed responses to questions and misunderstandings?</li> <li>• Are there opportunities for promoting high standards of literacy, articulacy and the correct use of standard English?</li> </ul>
<b>Comments</b>

<b>Focus areas: Assessment TS6</b>
<b>Vision for Learning:</b> <i>...encouraging students to fulfil their potential and strive for success.</i>
<ul style="list-style-type: none"> <li>• Have summative assessment outcomes been used to plan learning? Including the use of relevant data to monitor progress, set targets, and plan subsequent lessons?</li> <li>• What examples are there of regular and inclusive formative assessment to assess student learning and progress?</li> <li>• How is the outcome of formative assessment used to feedforward into subsequent learning?</li> <li>• What examples are there of regular feedback, (oral and written), and how are students encouraged to respond to the feedback?</li> </ul>
<b>Comments</b>

<b>Focus areas: Professional Behaviours TS8</b>
<ul style="list-style-type: none"> <li>• How have relationships with expert colleagues been developed to draw on specialist advice and support? (i.e., Pastoral colleagues, Learning Support colleagues. SENCo, Subject Specialists).</li> <li>• How are support staff deployed? Is it effective?</li> <li>• What evidence is there that communication with parents regarding students' achievements and well-being is taking place? What impact is this having?</li> <li>• Considering areas for development and the outcome of this reflection, is there evidence that responsibility for improving teaching through appropriate professional development is taking place?</li> <li>• How is advice and feedback from expert colleagues being used to develop teaching practice?</li> </ul>
<b>Comments</b>

Standard	Evidence of standard being met	Area for development
<b>1. Set high expectations which inspire, motivate and challenge students</b>		
<ul style="list-style-type: none"> <li>Is there a safe and stimulating learning environment for students?</li> <li>Are students of all backgrounds, abilities and dispositions stretched and challenged?</li> <li>Are positive attitudes, values and behaviour demonstrated and modelled for students?</li> <li>Is good progress and outcomes by students promoted?</li> </ul>		
<b>2. be accountable for students' attainment, progress and outcomes</b>		
<ul style="list-style-type: none"> <li>Is there an awareness of students' capabilities and their prior knowledge?</li> <li>Are students guided to reflect on the progress they have made and their emerging needs?</li> <li>Is knowledge and understanding of how students learn demonstrated?</li> <li>Are students encouraged to take a responsible and conscientious attitude to their own work and study?</li> </ul>		
<b>3. Demonstrate good subject and curriculum knowledge</b>		
<ul style="list-style-type: none"> <li>Is a secure knowledge of the relevant subject(s) and curriculum areas demonstrated?</li> <li>Is a critical understanding of developments in the subject and curriculum area evident?</li> <li>Is there an understanding of a responsibility to promote high standards of literacy and the correct use of standard English?</li> </ul>		
<b>4. Plan and teach well structured lessons</b>		
<ul style="list-style-type: none"> <li>Is lesson time used effectively?</li> <li>Do the lessons promote a love of learning and intellectual curiosity?</li> <li>Is homework planned to consolidate and extend the knowledge and understanding students have acquired?</li> <li>Is there evidence of reflection on the effectiveness of lessons and approaches to teaching?</li> <li>Is there evidence of a contribution to the design and provision of curriculum provision in the relevant subject/year group?</li> </ul>		
<b>5. Adapt teaching to respond to the strengths and needs of all students</b>		

<ul style="list-style-type: none"> <li>• Is there evidence of differentiation, using approaches which enable students to be taught effectively?</li> <li>• Is there a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these?</li> <li>• Is there an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development?</li> <li>• Is there a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is there evidence of an ability to use and evaluate distinctive teaching approaches to engage and support them?</li> </ul>		
<b>6. Make accurate and productive use of assessment</b>		
<ul style="list-style-type: none"> <li>• Is there knowledge and understanding about how to assess the relevant subject and curriculum areas?</li> <li>• Is formative and summative assessment used to secure students' progress?</li> <li>• Is data used to monitor progress, set targets, and plan subsequent lessons?</li> <li>• Are students given regular feedback, both orally and through accurate marking, and are students encouraged to respond to the feedback?</li> </ul>		
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>		
<ul style="list-style-type: none"> <li>• Are there clear rules and routines for behaviour in classrooms and is the school's behaviour policy followed?</li> <li>• Are there high expectations of behaviour and has a framework for discipline been developed, with a range of strategies, using praise, sanctions and rewards consistently and fairly?</li> <li>• Are classes managed effectively, using approaches which are appropriate to students' needs</li> </ul>		

<p>in order to involve and motivate them?</p> <ul style="list-style-type: none"> <li>Are good relationships maintained with students, with appropriate authority demonstrated?</li> </ul>		
<b>8. Fulfil wider professional responsibilities</b>		
<ul style="list-style-type: none"> <li>Is there evidence of a positive contribution to the wider life and ethos of the school?</li> <li>Have effective professional relationships with colleagues been developed, knowing how and when to draw on advice and specialist support ?</li> <li>Are support staff deployed effectively?</li> <li>Is responsibility taken to improve teaching through appropriate professional development and by responding to advice and feedback from colleagues?</li> <li>Is there effective communication with parents about students' achievements and well-being?</li> </ul>		

Additional space for notes	
Strengths observed during probation period	Opportunities for sharing good practice
Areas for development	How will this be achieved (CPD/Resources etc)
Additional Teacher Comments (if any)	Additional Comments by appraiser (if any)

Signed (appraiser)  
(teacher)

Signed

## Appendix 7: Probation Performance Evaluation Form



### Probation Performance Evaluation Form

(စမ်းသပ်ကာလဆောင်ရွက်ချက် အကဲဖြတ်မှတ်တမ်းပုံစံ)

#### Section 1 - Personal Data

Name: (အမည်)		Position: (ရာထူး)	
Joining Date: (အလုပ်စတင်သည့်နေ့)		Department: (ဌာန)	
Appraisal Date:		Supervisor/ Line Manager	

Initial Appointment - ☐

Promotion - ☐

Setting Objectives	
Objective 1 ( by the Employer )	
Objective 2 ( by the Employee )	



## Section 2 - Evaluation

No.	Evaluation Topics	Excellent	Very Good	Good	Fair	Poor
1	Concentration at work (အလုပ်၌အာရုံစိုက်မှု)					
2	Learning ability (လေ့လာမှုစွမ်းရည်)					
3	Show interest and initiative (ပင်ကိုအရည်အချင်းနှင့်စိတ်ဝင်စားမှု)					
4	Responsibility in assigned job (အလုပ်၌တာဝန်သိတတ်မှု)					
5	Positive Attitudes towards work (အလုပ်အပေါ်သဘောထားမှု)					
6	Quantity and timeliness of work (အလုပ်ပမာဏနှင့် အချိန်မီပြီးမြောက်မှု)					
7	Planning of Work (အလုပ်အစီအစဉ်ထားရှိမှု)					
8	Respect and abide by rules and regulations (စည်းမျဉ်း၊ စည်းကမ်းလိုက်နာရှိသောတတ်မှု)					
9	Interpersonal relationship and manners (ဝန်ထမ်းအချင်းချင်းဆက်ဆံရေးနှင့် အပြုအမူ)					
10	Communication skills (လုပ်ဖော်ကိုင်ဖက်အချင်းချင်းပြောဆိုဆက်သွယ်မှု)					
11	Problem solving skills (ပြဿနာဖြေရှင်းဆောင်ရွက်နိုင်မှုစွမ်းရည်)					
12	Punctuality (အလုပ်တက်ရောက်မှုအချိန်)					
13	Environment adaptation (ပတ်ဝန်းကျင်နှင့် လိုက်လျောညီထွေရှိခြင်း)					
14	Safeguarding policy knowledge (ကာကွယ်ရေးမူဝါဒ သိရှိနားလည်မှု)					
15	Work Ethics (လုပ်ငန်းဆိုင်ရာကျင့်ဝတ်)					
16	Productivity (အလုပ်လုပ်နိုင်စွမ်း)					
17	Team Spirit (အဖွဲ့အစည်းစိတ်ဓါတ်)					
18	Self - Improvement (ကိုယ်တိုင် တိုးတက်မှု)					
19	Wearing Dress Code Properly (မှန်ကန်စွာ ဝတ်စားဆင်ယင်မှု)					
20	Reliability and consistency (ယုံကြည်စိတ်ချရမှုနှင့် တိကျမှု)					
Achieved required standard? (Yes, No) (သတ်မှတ်ထားသည့် စံနှုန်းများရှိပါသည်၊ မရှိပါ။)						

Overall Evaluation - ☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

This section will be filled out by the evaluator.		
Pass probation ----- (စမ်းသပ်ကာလအောင်မြင်သည်)	Need to extend probation ----- (စမ်းသပ်ကာလတိုးမြှင့်ရန်လိုအပ်သည် )	Fail probation ----- (စမ်းသပ်ကာလမအောင်မြင်ပါ)
Additional comments (if any):		
Approved by HOS		Date:
Approved by Line Manager		Date:
<i>Note: Employees completing a satisfactory review will receive a letter from the HR Officer confirming their employment with MISY.</i>		

## Appendix 8: Walk-through feedback



## Walk-through feedback



High quality teaching and learning at MISY starts from the ground up. Learning takes place in an environment that is not only safe and supportive, but also challenging and stimulating, encouraging students to fulfil their potential and strive for success.

Students will develop personal, social and academic skills as they engage in all forms of learning, facilitated by teachers, to ensure that they receive a well-rounded, up-to-date education adapted to their individual needs.

<b>Teacher:</b>	<b>Date of visit:</b>
<b>Year/class:</b>	<b>Subject:</b>
<b>Focus of lesson:</b>	<b>Stage in lesson:</b>

<b>What were the students doing?</b>	<b>What was the teacher doing?</b>
<b>Practices that supported learning:</b>	<b>Questions I still have:</b>

**Additional comments/observations: linked to the Misy vision for learning:**

**Observer signature:**

## Appendix 9: MISY Teacher Portfolio of Evidence



### MISY Teacher Portfolio of Evidence

The base monthly salary and cost of living allowance for the second year of your contract may increase by at least one step. This will be dependent on a portfolio of evidence being presented to the Head of School.

The portfolio of evidence should demonstrate your professional contribution to the school and your professional growth since the start of your contract.

This must be submitted to the Head of School two days ahead of a pre-arranged interview, and will also serve as part of the appraisal process.

This portfolio may be submitted as a hard copy or a digital version.

The following table provides examples of evidence which can be used to support each professional area.

Professional Areas	Definition	Examples of evidence
<ul style="list-style-type: none"><li>Professional practice</li></ul>	<ul style="list-style-type: none"><li>All teaching is of a good standard and provides a good role model to staff and students</li></ul>	<ul style="list-style-type: none"><li>Appraisal documentation</li><li>Planning documents</li><li>Classroom initiatives</li><li>Online learning projects</li><li>Curriculum development</li><li>Additional responsibilities (examiner etc)</li></ul>

<ul style="list-style-type: none"> <li>Professional outcomes</li> </ul>	<ul style="list-style-type: none"> <li>All students achieve in line with school expectations and a positive contribution has been made to whole school strategic areas and goals</li> </ul>	<ul style="list-style-type: none"> <li>Assessment data</li> <li>Anecdotal evidence and examples of student progress</li> <li>Evidence of presentations to parents/staff etc.</li> <li>Evidence of meeting leadership and outcomes</li> <li>Evidence of extra-curricular work with students</li> <li>Contribution to the promotion of MISY in the wider community.</li> <li>Contribution to technology development</li> </ul>
<ul style="list-style-type: none"> <li>Professional relationships</li> </ul>	<ul style="list-style-type: none"> <li>Professional relationships with students, parents and staff lead to good quality class provision and a clear contribution to the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students, staff, parents</li> <li>Evidence of a contribution to the social and emotional wellbeing of colleagues</li> <li>Evidence of mentoring or coaching</li> </ul>
<ul style="list-style-type: none"> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>An active role is taken in accessing relevant support and professional development opportunities. A clear contribution has been made to support the professional development opportunities for other staff.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of professional development initiatives in line with personal objectives.</li> <li>Evidence of contribution to the professional development of others.(workshops etc)</li> <li>Evidence of sharing good practice.</li> <li>Evidence</li> </ul>

## Appendix 10: Professional Development funding considerations

Category of PD	Funding	Local staff	Expat staff
<b>PD linked to appraisal objectives:</b> <ul style="list-style-type: none"> <li>• Further education (eg. Masters degree)</li> <li>• Middle leadership training</li> <li>• Specialist skills development (eg. SEN/EAL)</li> <li>• Teacher training</li> <li>• English language courses</li> <li>• Special interest courses</li> </ul>	Conference/ course fees	50% +	50%
	Travel	considered	Not covered
	Accommodation	Considered	Not covered
	Other expenses	Not covered	Not covered
<b>PD required by the school:</b> <ul style="list-style-type: none"> <li>• Cambridge exam courses</li> <li>• Conferences for job skills development (university counsellor/counselling courses/managebac training/PE coaching etc. )</li> <li>• Safeguarding training</li> <li>• Driving training/exam</li> <li>• Electrician/ A/C training</li> <li>• Green card teacher training</li> <li>• Teaching qualifications</li> <li>• Middle leadership training</li> <li>• Specialist area development (eg. SEN/EAL)</li> <li>• English language courses</li> <li>• Best practice programme (Cross MISY collaboration )</li> </ul>	Conference/ course fees	100% (cap of \$1000)	100% (cap of \$1000)
	Travel	Covered	Considered
	Accommodation	Covered	Considered
	Other expenses	Not covered	Not covered

### Professional Development (PD) procedures

- Discussion with line manager regarding training as part of the appraisal process
- PD proposal form completed by member of staff
- PD proposal form to be sent to line manager for approval and further discussion
- PD proposal form sent to head of school for approval and further discussion
- Funding considerations are decided by the head of school, in consultation with the line manager and communicated to the HR department.
- PD contract letter prepared and signed by staff member.
- PD proposal and copy of contract letter sent to business office.
- Payment made as necessary

- PD recorded by HR department
- Staff member meets with the line manager following the PD opportunity to review and decide on next steps, including how to share knowledge and skills with staff/students/parents etc.
- PD check made as part of the exit procedures by HR when the staff member leaves to ensure that at least one year of service has been given following the PD opportunity.
- Invoice for training prepared by business office where one year service has not been completed and deductions made from the final salary.



# MISY

## MYANMAR INTERNATIONAL SCHOOL YANGON

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### ဝန်ခံကတိပြုခြင်း

Date။

...(name) .., who serves in the ... (department) ... Myanmar International School Yangon, will attend the ... (course details)..., with funding provided for ... (details)...It is acknowledged that if (name).. resigns from her/his job within one year after attending the training, she/he will be required to repay the total training fees and all associated expenses, as confirmed by her/his signature on this acknowledgment.

**Name of staff member:**

**Position:**

witness-1

**Ms. Lynda Joy Howe**

Head of School

witness-2

**Hsu La Pyae @ Stella**

Jr. HR Manager





## Myanmar International School Yangon

### ***Professional Development Request Form***

Name -

Designation -

Department -

Yangon Campus (    ) / Mandalay Campus (    )

Date -

To	Head of School
Cc	Line Manager & HR (Name)
Subject	Request for PD
Course Title	
Duration of the Course (from – to)	
Type of Course (online or physical)	
Course Fees	
Summary of the Course	
Please submit the copy of the following documents to Line Manager	<input type="checkbox"/> Registration Form

Previous PD approved by MISY	Name of the courses	Course Fee	Pass/ Fail/ Ongoing	Document for the Accomplishment to HR ( Yes/ No )
How has your previous PD provided by MISY improved your career and to your students?				
<p><b>All staff undertaking professional development training funded, or partly funded by the school, will be asked to sign a document stating that the staff member will need to make a commitment of at least one new school year or renewing their contract as an employee of the school following the training or pay back all or some of the cost of the training.</b></p>				
<p><b>Previous Peer sharing of the staff (if any)</b></p>				
<p>(All above information are true and I understand and agree the commitment)</p> <p>Signature of the staff:</p> <p>Date:</p>				

Line Manager	Line Manager recommendation/Approved:
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HoS Signature	HoS Approved/Reject Remark:
<p><b>The Head of School has to sign off after discussing and completing all the information from HR and Finance Departments.</b></p>	

**Internal Use Only**

## 1) Completed by HR

Joining Date	
Attendance/Punctuality	
Previous PD courses	
Peer sharing	
Last year appraisal feedback	
Other remarks	
Submit certificate ( after completion the course )	
Sign by HR Manager/Date	

## 2) Completed By Finance

Amount Approved by HoS	
Settle Date	
Receipt / evidence	
Other Remark	
Singed by Finance Manager	