**Review of Achievements for 2021 Template**

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| **To what extent have key accountabilities & individual goals been achieved?**  With reference to the key accountabilities of your position (as per your Position Description), comment on the extent to which you have been able to meet these  Refer back to your individual ADEP plan and document the extent to which your goals have been achieved. The easiest way to do this is to cut & paste the key goals & comment against them. Attach or reference any supporting data. | | | | | | | | | | | | **What development activities have been undertaken?  To what extent have you achieved your development objectives?**  Comment on the extent to which you have been able to meet your professional development badge requirements and document the badges completed.  Consider what you set out to do in terms of other professional development activities - and in particular, how you applied your learning to the work you do. | | | | |
|  | **Comments** | | | | | | | | | |  | |  | **Comments** |  |
|  | Position Key Accountabilities:  Goals: | | | | | | | | | |  | |  | Professional Development Badge Requirements:  Other Professional Development: |  |
|  | **Agreed Level for Achievement of Key Accountabilities and Goals: (Refer to the Guide to Levels of Achievement on Page 4)** | | | | | | | | | |  | |  |  |
|  |  | **Partially Achieved** |  | **Mostly Achieved** |  | **Achieved** |  | **Highly Achieved** |  | **Exceeded** |  | |  |  |
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| **How have you built enjoyment into your working life? What have you done to make work and the workplace enjoyable?**  Consider the things that sustain performance when times get tough – how have you built these into your mahi? Comment on the extent to which you have managed to embed these activities as part of your day-to-day working life. | | | **To what extent have you demonstrated the Values of Te Noho Kotahitanga in partnering with others? How effectively have you built and maintained relationships with key partners?** Gather feedback from key partners on how you have partnered with them, and refer to this to support your comments. | | | | | | | |
|  | Comments |  | |  | **Comments** | | | |  |
|  |  |  | |  |  | | | |  |
|  |  | |  | **Overall to what extent have Values been effectively demonstrated?** | | | |  |
|  |  | |  |  | **Effective** |  | **Further improvement needed** |  |
|  | Generally aligned; demonstrates the behaviours inherent in our Values |  | Generally disregards; with behaviour contrary to that inherent in our Values |
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|  | **Manager Comments** |
|  | **Overall Level of Achievement (Refer to the Guide to Levels of Achievement on Page 4)**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Partially Achieved** |  | **Mostly Achieved** |  | **Achieved** |  | **Highly Achieved** |  | **Exceeded** | |
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| --- | --- |
| **Employee Name:** *[Insert name]*  **Employee ID Number:** *[Insert ID number]*  **Employee Signature:** *[insert electronic signature or print & sign by hand]*  **Date:** | **Manager Name:** *[Insert name]*  **Manager Signature:** *[insert electronic signature or print & sign by hand]*  **Date:** |

Once you and your manager have agreed an indicative level of achievement, this will go through an endorsement process to ensure consistency. Your manager will advise you if this results in any change. Once finalised, you will need to submit your Review form by uploading to PeopleSoft through Staff Self Service – click [**here**](http://performancepartnering.unitec.ac.nz/performancepartnering/library/review/4.5_Instructions%20for%20Submitting%20Review%20Forms.pdf) for instructions on how to do this.

**Guide to Levels of Achievement**

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| --- | --- | --- | --- | --- | --- |
|  | **Partially Achieved** | **Mostly Achieved** | **Achieved** | **Highly Achieved** | **Exceeded** |
|  | **An employee demonstrates an inconsistent level of performance that meets only some goals and expectations.** | **An employee demonstrates a moderate level of performance that is mostly consistent and meets most goals and expectations.** | **An employee demonstrates a solid level of performance and regularly meets, and occasionally exceeds, overall goals and expectations.** | **An employee demonstrates a high level of performance and consistently meets, and often exceeds, overall goals and expectations.** | **An employee demonstrates an exceptional level of performance and consistently exceeds overall goals and expectations.** |
| **Key Accountabilities of the Role** | A limited number of key accountabilities have been completed to a satisfactory level | Most key accountabilities have been satisfactorily completed | Key accountabilities have been satisfactorily completed | Key accountabilities have been completed to a high level | They initiate and complete work beyond their key accountabilities |
| **Agreed Individual Goals** | A limited number of agreed goals have been achieved to the required standard | Most agreed goals have been achieved to the required standard | Agreed goals have been achieved to the required standard | Agreed goals have been achieved to a high standard | Agreed goals have been consistently achieved to a very high standard |
| **Timeliness & Quality** | Work performance overall adds limited value, is behind schedule, and quality is variable | Most work performance adds value, is on schedule and of good quality | Work performance adds value, is on schedule and of good quality | Work performance adds value, is often done ahead of schedule and is of high quality | Work performance adds value, is done ahead of schedule and is of outstanding quality |
| **Competencies of the Role** | A number of the relevant competencies need to be more fully demonstrated or developed | Most of the relevant competencies have been satisfactorily demonstrated or developed | Relevant competencies have been satisfactorily demonstrated or developed | All competencies have been well demonstrated or developed | All competencies have been demonstrated or developed in an outstanding manner |
| **Self-Management** | Requires significant supervision and/or additional support to achieve goals and work responsibilities | Requires moderate supervision and/or additional support to achieve goals and work responsibilities | Requires occasional supervision and/or additional support to achieve goals and work responsibilities | Requires minimal supervision and/or additional support to achieve goals and work responsibilities | Requires very minimal supervision and/or additional support to achieve goals and work responsibilities |
| **Team Contribution** | Overall, the employee’s contribution to the success of the school or support team has been limited | Most of the employee’s work has contributed to the success of the school or support team | Their work has contributed to the success of the school or support team | They made a strong contribution to the success of the school or support team | They made a major contribution to the success of the school or support team |

**Additional behaviours for consideration may include:**

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| * **Student centred / customer focused –** demonstrated a consistently good level of service to learners and/or customers * **Problem solving –** able to identify problems and present viable solutions and plans to execute * **Flexibility -** willing to complete work that may be out of scope of their regular responsibilities * **Ability to prioritise -** able to handle multiple priorities with some degree of confidence * **Responsive to change -** open to change and able to maintain a positive attitude through change | * **Self-awareness & reflective practice** – open to constructive feedback and opportunities for development * **Leadership** – demonstrated strong leadership among peers and colleagues * **Feedback/recognition from others** – consistently receives positive feedback from learners and/or colleagues * **Professionalism –** able to maintain a positive and professional manner when under pressure or in stressful situations |