

People and Services



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# PERFORMANCE AND DEVELOPMENT FRAMEWORK FOR PRINCIPALS, EXECUTIVES AND TEACHERS IN NSW PUBLIC SCHOOLS

# Introduction and Context

The NSW Department of Education and Communities is committed to attracting, inducting, developing and recognising a high performing workforce.

Effective performance and development requires a collaborative and supportive workplace committed to a positive culture of ongoing learning by individuals and teams.

All teachers have a right to be supported in their professional learning, as well as a responsibility to be involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning, consistent with the NSW Department of Education and Communities' policies, aims and strategic directions and school plan.

This Performance and Development Framework is referenced in the Terms of Settlement (27 November 2013) for the Salaries and Conditions Award 2014-2016 for teachers in the NSW Teaching Service. It replaces previous processes outlined under the Teacher Assessment and Review Schedule, Executive Assessment and Review Schedule, Principal Assessment and Review Schedule and Officer Assessment and Review Schedule.

The overarching purpose of the performance and development process is to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce.

The performance and development process for the principal, executive or teacher is a positive developmental activity that is intrinsically linked to the policies, aims and strategic directions of the NSW Department of Education and Communities, and reflected in school planning processes.

The Australian Professional Standards for Teachers, as referenced in the Terms of Settlement (27 November 2013) for the Salaries and Conditions Award 2014-2016, form the basis for guiding development and assessing performance.

Probation, induction, accreditation, career pathways and leadership development are all features of a teacher's career cycle that are supported by ongoing performance and development processes.

This framework provides simple, adaptable information and tools that support principals, executives and teachers to sustain a positive and collaborative performance and development culture in their workplace.

# Performance and Development Process

Effective performance and development processes are based on three distinct yet interdependent phases:

- Phase 1: Plan
- Phase 2: Implement
- Phase 3: Review

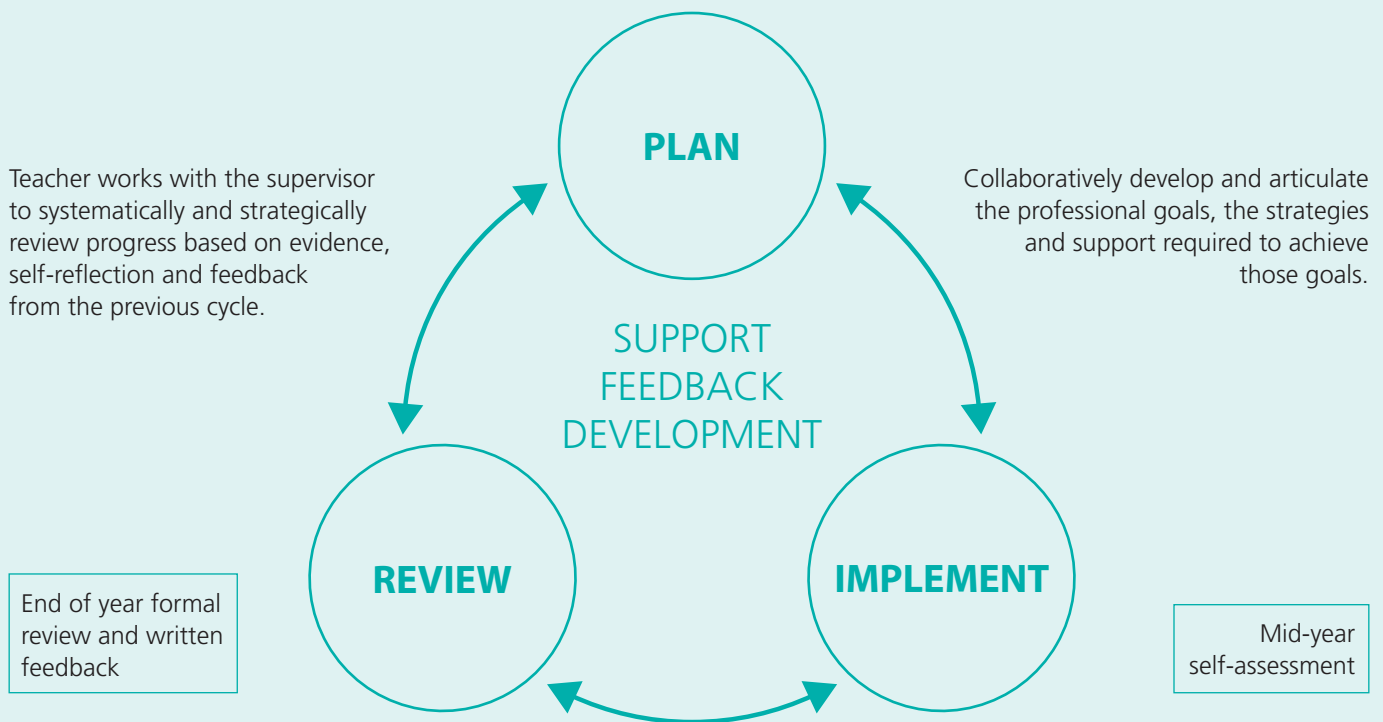
The phases encompass the various activities teachers, executives and principals are already undertaking in the normal course of their work, rather than create separate and additional processes. This includes streamlining the processes around teacher accreditation. Care should be taken to avoid checklists and proformas that create unnecessary paperwork and detract from teaching and learning.

# Applicability

Performance and development processes are applicable to permanent, temporary and casual teachers, executives and principals working in NSW public schools. These processes are applicable to specialist teachers such as school counsellors and school liaison officers, and to teachers employed in non-school based teaching service (NBTS) classifications.

References to teachers in this and associated documents include all of the above groups of employees.

## Key phases of the annual performance and development process



### Professional learning support for teachers and supervisors in:

- developing goals
- identifying appropriate evidence
- developing goals
- giving and receiving effective feedback

# Phase 1: Plan

The focus of the planning phase is to create an individual Performance and Development Plan (PDP) and a whole school/workplace professional learning plan to guide the work of each principal, executive or teacher for the year ahead. The PDP is developed through collaboration and professional dialogue with colleagues and is based on the following documents:

Australian Professional Standards for Teachers which will form the basis for guiding and assessing performance and development.

Australian Teacher Performance and Development Framework on which the process will be based.

Australian Charter for the Professional Learning of Teachers and School Leaders which affirms that Teacher Professional Learning (TPL) is a shared responsibility that must be taken up at all levels of the education system – by teachers, school leaders, system leaders and policy makers.

## Planning and Goal Setting

Teachers, executives and principals should receive support and guidance from their supervisor in setting meaningful and appropriate professional goals. This process should occur in a collaborative and supportive environment. For experienced teachers, executives and principals, goals may be framed around the higher career stages of Highly Accomplished or Lead.

- Goals should be constructed so that they:
  - align with the policies, aims and strategic directions of the Department and the school plan, and are clearly related to the Australian Professional Standards for Teachers
  - recognise the experience and expertise of the teacher, existing strengths and areas for professional growth
  - are informed by the everyday learning, teaching and leadership practice undertaken by teachers in the normal course of their work.

- At least three and no more than five professional goals are required.
- The planned goals and professional learning support must take into account:
  - system priorities (such as new syllabuses)
  - school priorities (such as the whole school professional learning plan)
  - personal teaching and career aspirations
  - accreditation requirements (where applicable).

Teachers must be able to identify a personal goal of their choice and be provided with the appropriate professional learning opportunities.

- The PDP is to be implemented on an annual basis and ideally, should be finalised no later than mid-term one of the school year, taking into account the need to be flexible for variables such as final school enrolments and staff movements.
- The PDP is finalised at a planning meeting between the teacher and the supervisor following quality discussions about teaching practice and performance. The planning meeting may be done through a team process such as stage, faculty or executive meetings.
- The PDP is to be viewed as a dynamic plan. If the need arises, teachers may amend and adjust their PDP throughout the performance and development cycle, to address emergent and unexpected issues in consultation with their supervisor.
- The PDP template is used to record the results of the performance and development planning phase.
- As a guide, the completed PDP should not exceed one A4 page.

# Phase 1: Plan (continued)

## Professional Learning

Well-resourced and timely professional learning that meets the needs of teachers is an integral condition of a skilled, effective and professional teaching workforce.

The Department will provide Teacher Professional Learning (TPL) including resources to support the teacher's learning needs as identified through the performance and development planning process.

The teacher and supervisor will work together to identify professional learning activities that:

- support the achievement of established performance goals
- further develop knowledge, skills and capabilities
- build on existing strengths
- support career aspirations.

Professional learning activities are to be recorded on the PDP template.

Staff may wish to use professional learning to assist in career planning that may involve, but is not limited to:

- reflecting on one's skills, knowledge and experiences
- reflecting on achievements in other positions, for example work with agencies such as the Board of Studies, Teaching and Educational Standards (BOSTES), professional associations and community organisations, or as a school/local area project manager
- consideration of career goals, which may be in terms of career stages (Proficient Teacher, Highly Accomplished Teacher and Lead Teacher), or school based or non-school based promotion
- identifying ways to achieve career goals (the strategies should support teachers to recognise their current and developing capabilities, professional goals and achievements)
- reflecting on and evaluating progress, and modifying career planning as appropriate.

## Phase 2: Implement

The focus of this phase is to implement the planned strategies, support and professional learning that will lead to the achievement of, or progress towards, the PDP goals. This phase involves a focus on the continuous improvement of teaching, learning and leadership practice and the learning outcomes of students. Reflective practice and feedback will allow for adjustments and refinements to be made to the PDP as the annual cycle progresses.

### Identifying Evidence to Assess Progress Towards Goals

Evidence will be systematically collected, sourced from the everyday work of the teacher and when considered holistically, will demonstrate the teacher's progress towards the professional goals.

The evidence should be authentic and reliable. Evidence gathered and presented through this process should not be an end in itself. The evidence should be directly drawn from the normal, everyday work of the teacher, rather than through the creation of separate and additional processes, and be sufficient to indicate the teacher's performance.

Determining the most appropriate forms of evidence should be a collaborative activity, informed by the context of the school and the career stage of the teacher. Depending on the experience and expertise of the teacher, support may be required to identify the appropriate sources of evidence for each goal.

Sources of evidence of professional practice and growth may include, but are not limited to:

- data on student learning and development outcomes (including but not limited to formal student assessment data). Student outcomes should be broadly defined in ways that include student learning, engagement in learning and wellbeing; that avoid simplistic approaches that tie evaluation of teaching directly to single outcome measures; and that acknowledge that these can be assessed in a variety of ways including teacher professional judgement.

- feedback from direct observation of teaching, through agreed, collaborative lesson observations. This could be by a peer or supervisor.
- results of collaborative practices with colleagues (for example, curriculum and assessment development, feedback and evaluation from whole school and other professional learning activities.)
- self-reflection on the impact of professional learning.

The types and sources of evidence will align to the Professional Standards for Teachers at the appropriate career stage and should form the basis of accreditation and maintenance requirements. These processes should be aligned, not duplicated, as demonstrated in Figure 1.

Principals will be required to present evidence to address three broad areas of professional practice:

- school planning and management
- student learning outcomes
- positive, collaborative workplace culture.

The quantity of evidence required to substantiate progress towards each goal is a professional judgement, determined in collaboration with the supervisor. As a minimum, there should be one piece of evidence to demonstrate progress towards or achievement of each goal articulated in the PDP.

The duration of meetings, collection of data, number of peer observations and documentation of this and other collaborative practice should be determined with regard to the school's organisation and the current roles and duties of teachers.

## Phase 2: Implement (continued)

The direct observation of classroom practice is an important component of the process, and is an essential element of the Australian Teacher Performance and Development Framework. The observation should be negotiated, linked to the teacher's goals and the appropriate Standards, and undertaken in a collegial and supportive manner.

Observation processes are to be negotiated in a collegial, mutually respectful manner, undertaken by an agreed colleague and documented.

The level of experience of the teacher will inform the number of observations of teaching practice. There needs to be a minimum of two documented observations per year. In the context of a supportive culture, additional peer observations can be a valuable part of a quality professional learning plan.

Documented observations by the supervisor of leadership practices of executives and principals are to be conducted.

In the case of executives and principals with teaching responsibilities, the colleague will undertake and document a mix of structured observations of both teaching practice and management/leadership practices, as agreed between the executive or principal with the supervisor. This may occur throughout the annual cycle.

### Ongoing Feedback, Reflection and Refinement

The PDP is a dynamic plan, open to adjustment and refinement as required in consultation with supervisors. This may include making goal adjustments or adding new strategies or support structures, or continuing with goals from one PDP to another.

Teaching is enhanced when teachers are provided with positive encouragement to reflect on their practice, and benefit from regular feedback and professional development throughout the year.

Regular feedback and reflection helps the teacher to adjust the plan so that it meets their professional learning needs throughout the year. It is the shared responsibility of individuals, teams, colleagues and supervisors to seek and provide positive and constructive professional feedback.

The frequency of self-reflection will be determined by the teacher and may be used to inform the development of the PDP.

Feedback can be provided through one-to-one discussions, through shared professional practice and in settings such as stage, faculty or executive meetings.

Written feedback may be provided following an observation of professional practice or participation in a collegial activity. The timing, location and format for providing feedback should be negotiated between the teacher and the supervisor, with due regard for workload and the responsibilities of all those involved.

# Phase 3: Review

The focus of this phase is to formally review the teacher's performance and development progress and achievement, providing explicit, constructive feedback to the teacher to inform the next planning cycle.

This phase provides the supervisor and the principal, executive or teacher with an opportunity to have purposeful dialogue that will support them in their ongoing professional growth and career development.

As the Australian Professional Standards for Teachers have been used to form the basis for developing the individual PDP, the annual written feedback (summative statement) recorded on the PDP template can be used as evidence for maintenance of BOSTES accreditation.

## Self-Assessment and Annual Review

There are two main formal reviews in the annual cycle: the self-assessment review midway through the cycle and the annual review at the end of the cycle.

### Self-Assessment

A self-assessment review should be conducted by the principal, executive or teacher mid-way through the annual cycle. It provides the teacher with the opportunity to:

- reflect on teaching and/or leadership practice, and on progress towards the achievement of the PDP goals and related professional development strategies; and
- refine the PDP through the use of evidence and re-focus attention on achieving the goals, if needed.

The written self-assessment review is recorded in the PDP template and the teacher may discuss it with the supervisor and use it as part of the annual review process.

### Annual Review

Towards the end of the annual cycle, teachers, executives and principals will participate in a structured discussion with their supervisor to facilitate the provision of a review on progress towards the goals and formal written feedback, informing the next performance and development cycle.

A key feature of the formal annual feedback process will be an agreed, written assessment, recorded on the PDP template. This will show the teacher's progress towards achieving their professional goals, based on evidence and developed through constructive dialogue.

The written feedback can be developed collaboratively by the teacher and their supervisor and should inform the development of the next PDP.

The provision of formal written feedback provides an opportunity to articulate each teacher's achievements.

The formal feedback and review that occurs at the conclusion of one cycle leads to the commencement of the next cycle. Individuals will consider current, revised or new goals to reflect achievements and progress they have made in the current year and their ongoing career development.

### Post Annual Review

The supervisor should ensure that:

- all documentation relating to the annual review has been provided to the teacher to whom it pertains and is electronically filed in a secure location
- her/his supervisor has been informed of the outcomes of the annual review
- success is acknowledged.

### Documentation

Teacher and executive documentation should be retained at the school and stored securely. The teacher and executive should retain the original copy of the documentation.

A copy of the principal's documentation is retained locally and securely by the Director Public Schools. The principal should retain the original copy of the documentation.

Documentation is not to be used for purposes outside the Performance and Development Framework, without the knowledge of the teacher, executive or principal to whom it pertains.

Documentation practices should be consistent with the Department's Record Management Program.



# Appendix

## Further Information related to the Performance and Development Framework is provided below.

### Teacher Accreditation

In the case of the teachers requiring or maintaining accreditation at Proficient Teacher level, performance and development processes should be implemented in conjunction with the Department's Accreditation at Proficient Teacher Procedures (February 2014).

In the case of teachers who are voluntarily seeking or maintaining accreditation at Highly Accomplished Teacher and Lead Teacher levels, performance and development processes should be implemented in conjunction with the Accreditation at Highly Accomplished Teacher and Lead Teacher.

#### Beginning Teacher Support Program and Induction

Beginning teacher support funds are provided to schools for each permanent beginning teacher for their first year of permanent teaching. This is equivalent to two hours per week release time for the beginning teacher and an additional one hour per week release time for an experienced teacher to provide mentoring support. In the teacher's second year of permanent teaching, one hour per week release time is allocated.

These funds allow schools to collaboratively develop a program of induction, professional development and mentoring appropriate to the needs of the permanent beginning teacher. This will include the provision of increased, regular release time for the beginning teacher, as well as regular mentoring from an experienced teacher colleague, aligned to the beginning teacher's PDP and their accreditation requirements.

Teacher Professional Learning funds allocated to schools should also be used to support the performance and development needs of beginning temporary and casual teachers.

### Teacher Efficiency Process

The teacher efficiency process will be positioned within the broader context of a school's performance and development processes and professional learning platform.

The Department's obligation is to ensure that all teachers will be supported through the ongoing performance and development process.

Where a teacher's efficiency is causing concern the relevant Departmental procedures should be implemented as soon as possible to ensure the provision of ongoing quality teaching to students.

Implementation of teacher efficiency procedures should be managed separately from implementation of performance and development processes and action should not be postponed until the end of a performance and development cycle.

The following procedures should be used where a principal, manager or supervisor identifies that a teacher is experiencing difficulty with his or her performance.

- Principals – Principal Improvement Program (July 2014)
- Executives – Executive Improvement Program (July 2014)
- Teachers – Teacher Improvement Program (July 2014)
- Probationary Teachers - Probationary Teacher Improvement Process (August 2014)

### Changing Duties

Where a teacher is temporarily appointed to either a school based or non-school based teaching service position for more than one school term, or the individual and supervisor expect that the temporary appointment will continue for more than one school term, the individual and supervisor should adjust the PDP in keeping with the new role/duties.

If a teacher is absent on unexpected extended leave during the performance and development annual cycle, following return to work, the PDP entered into before the leave commenced should be reviewed as soon as possible.

## Appendix (continued)

Where a teacher works in more than one school/ workplace they should have a PDP negotiated with each supervisor but managed by one designated supervisor. In these circumstances, the negotiations should not duplicate the PDP process.

Care should be taken in supporting the performance and development of teachers who are making a graduated return to work, including the assessment of their work performance. This involves the teacher being assessed consistent with their case circumstances, including the stage they have reached in their rehabilitation program.

### Confidentiality

Crucial to successful implementation of performance and development is adherence to confidentiality, where applicable, and thorough documentation practices.

It is the responsibility of all teachers involved to maintain confidentiality, to uphold the professional standing of individuals and ensure dignity and respect in the workplace.

Documentation is jointly owned by the teacher and their supervisor. Both parties should sign copies of the PDP, Self-Assessment and Annual Review, to indicate that this documentation has been sighted. Where either party wishes to make comments on the performance and development process, this should be recorded as a signed statement on the relevant document.

A principal and director will, if required, have access to each teacher's PDP. An executive director will, if required, have access to the PDP for principals within their local area. In exceptional circumstances, an executive director may need to access the PDP of a teacher or an executive, with the individual's knowledge.

### Resolving Concerns

All teachers have a right to be supported in their professional learning, as well as a responsibility to be involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning, consistent with the Department's policies, aims and strategic directions and school plan.

If teachers have concerns about the nature and manner in which performance and development processes are conducted, or the availability/provision of professional learning, it is necessary to address these concerns in a timely and productive manner. Such concerns should be addressed with reference to the Department's Complaints Handling Policy Guidelines.