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Introduction

Effective, evidence-based performance and development processes within schools lead to improved teaching and leadership practices and the enhancement of learning, engagement and wellbeing outcomes for students and staff alike.

The performance and development model for Victorian government schools (the Model) promotes a consistent process and provides a common understanding and language with which the performance of all school-based staff can be assessed. It is designed to enable individual and collective accountability, to support collaborative professional learning and to improve the quality of teaching in every classroom, in every Victorian school.

Evidence confirms that excellent teaching is the single most powerful in-school influence on student achievement (Hattie, 2003). This is why effective performance and development is critical to improving quality teaching and learning outcomes for students and achieving Victoria’s goal of becoming a world leader in education.

The Model supports the highly skilled and complex nature of the professional practice undertaken in schools each and every day. It encourages the development of thriving school cultures where improving skills and continuous development are the norm. The Model sets high expectations for performance and development to align with the best practices that already exist in Victorian schools.

The professional expectations of teachers are made explicit in this Model. Teachers and school leaders participate in evidence-based performance conversations about teaching practice. They undertake self-reflection and self-assessment with the objective of improving student outcomes.

The Department of Education and Early Childhood Development (the Department) is committed to effective performance and development for principal class employees and teachers, including differentiated, evidence-based performance assessments.

A balanced scorecard approach is used to document, measure and assess teacher performance. Performance is appraised across all elements of teaching practice, including professional knowledge, professional practice and professional engagement, and is not focused solely on student outcomes.

The Model requires the performance and development goals of every teacher and principal class employee to be aligned with their school’s priorities, as defined in the school’s Strategic Plan and Annual Implementation Plan.

Teachers will develop their performance and development goals in discussion with their reviewer (principal or principal’s nominee), with reference to the School Strategic Plan and/or Annual Implementation Plan. They will use the Australian Professional Standards for Teachers for each career stage as benchmarks.

The Model allows for school-level customisation and tailored implementation. It also allows for individual and role-based customisation to promote professional growth and career development. This means that the performance and development process reflects the circumstances of individual schools, career stages of staff, and individual role responsibilities while maintaining the core elements of the system-wide model.

The Model enables:

- performance and development to be aligned with the school Strategic Plan and Annual Implementation Plan
- performance and development to reflect achievable school and student growth
- all teachers to be provided with feedback on performance to support ongoing learning and development, with a focus on improving student outcomes
- effective performance and development to be recognised and acknowledged, including through salary progression where applicable
- a supportive environment for improving performance and development where criteria are not met
- more meaningful accountability to students, parents and the community is enacted through processes that explicitly link individual performance and development, with the achievement of a school’s goals and priorities, which in turn support the achievement of Department and Government targets.
To complement the Model, the Department will provide tools and resources to assist schools to advance their professional practice.

How to use this document

This document describes the Model as it applies to teacher performance and development. It explains the key features of the Model based on national and international research on effective performance and development for school staff.

The key components of the Model and what teachers, their principals and reviewers need to do are outlined in this document. This includes an outline of the relevant professional standards and advice on goal setting, collecting evidence and providing effective feedback.

A comprehensive overview of the performance and development cycle is provided with explanations and key actions to be taken by teachers and reviewers listed at each stage.
Key features of the Model

A Balanced Scorecard Approach

At the beginning of each performance and development cycle, teachers, in conjunction with their reviewer (principal or principal’s nominee), will formulate a range of professional performance and development goals to form their personalised performance and development plan (PDP), using the balanced scorecard approach (see Figure 7).

The balanced scorecard approach is holistic and assists teachers, principals and schools to plan and measure performance and development. It ensures that performance is appraised across all elements of professional practice.

The balanced scorecard approach comprises of:

- four performance domains that are weighted according to individual and school priorities
- performance and development goals in each domain
- evidence that will be collected to demonstrate achievement of each goal
- documented outcomes against each performance and development goal at the end of cycle
- overall performance and development outcomes

The balanced scorecard requires evidence to be agreed for each performance and development goal, and over the course of the performance and development cycle. The process is robust, and is designed to ensure fair, evidence-based performance and development assessments.

The balanced scorecard is flexible, and can be tailored to meet the specific needs of each school and each teacher. It empowers teachers to have a significant role in determining their performance and development goals in alignment with school priorities, and what constitutes success in achieving these goals (success indicators).

The balanced scorecard approach promotes transparency about what is considered important in a school. It provides an opportunity for discussions between teachers and their reviewers to ensure performance and development goals match school priorities.

The principal will have the final decision on the teacher’s PDP content and assessment outcome.

Teacher Performance Domains

The teacher balanced scorecard will comprise four key performance domains:

1. Student Outcomes
2. Professional Knowledge
3. Professional Practice
4. Professional Engagement

Teachers will develop one to two performance and development goals against each of these domains. Each goal should follow the SMART methodology (Specific, Measureable, Attainable, Relevant, and Time-bound). Each of the goals in the PDP should align with the School Strategic Plan and Annual Implementation Plan (see Figure 2). A summary description of each domain is shown in Figure 3.

The first performance domain, ‘Student Outcomes’, is an ‘output domain’. Student Outcomes are defined by a wide and varied list of indicators, including improvements in student achievement, engagement and wellbeing, as well as student transitions and pathways.

The final three domains (input domains) reflect the Domains of Practice in the Australian Professional Standards for Teachers (the Australian Standards).

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Students’ health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students’ positive learning experiences.

Every teacher will need to provide evidence that they have achieved the performance and development goals in their PDP to achieve a successful performance and development outcome. See page 7 for further information.
The Australian Standards

The Australian Professional Standards for Teachers (Australian Standards) describe the key elements of quality teaching and articulate professional expectations for teachers, as determined by their level of experience. Expectations are divided into four career stages: Graduate, Proficient, Highly Accomplished and Lead.

The Australian Standards have been derived from analysis of contemporary practice by teachers throughout Australia. They are a combination of descriptions of teachers’ knowledge, practice and professional engagement used by teacher accreditation and registration authorities, employers and professional associations.

The Australian Standards are one component of the criteria teachers need to meet to obtain a successful performance and development outcome. There are seven Australian Standards, all of which are interconnected, interdependent and overlapping:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community.

A more comprehensive understanding of the Standards and Domains can be found by reading the Descriptors and Focus areas. These can be found in their entirety at http://www.teacherstandards.aitsl.edu.au/.

Figure 1 demonstrates the alignment between the Department’s teacher classification levels and the Australian Standards. The Graduate level in the Standards is the level required to be demonstrated for teachers graduating from teacher training courses.

Every teacher must provide evidence that demonstrates that they have met the Australian Standards according to their classification level to achieve a successful performance and development outcome. See page 7 for further information.

Figure 1: The Departmental classifications and the Australian Standards

<table>
<thead>
<tr>
<th>DEECD Classification Level</th>
<th>Australian Standards for Teachers Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teacher - Range 1</td>
<td>Proficient</td>
</tr>
<tr>
<td>Classroom teacher - Range 2</td>
<td>Highly Accomplished</td>
</tr>
<tr>
<td>Leading teacher</td>
<td>Lead</td>
</tr>
</tbody>
</table>
In line with their school’s AIP and Strategic Plan, teachers deliver improvements in the areas of student learning, student engagement and wellbeing, and student transitions and pathways, as evidenced by a range of qualitative and quantitative data.

2. **Professional Knowledge**
   - Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts.
   - **Know students and how they learn**
     - a) Effective teachers know their students’ social and developmental characteristics, experiences and backgrounds, and how these factors influence their learning
   - **Know the content and how to teach it**
     - a) Teachers know the content of their subjects and curriculum, and the most appropriate learning and teaching strategies in these areas for different students

3. **Professional Practice**
   - Teachers make learning engaging. They create and maintain positive learning environments and use a repertoire of teaching strategies to develop students’ knowledge and skills.
   - **Plan for and implement effective teaching and learning**
     - a) Teachers draw on a range of teaching strategies to design and deliver effective learning programs
     - b) Teachers use assessment feedback to design and implement learning strategies so that all students progress
   - **Create and maintain supportive and safe learning environments**
     - a) Teachers establish and maintain safe and intellectually engaging learning environments
   - **Assess, provide feedback and report on student learning**
     - a) Teachers use evidence to support effective, personalised teaching and participate in meaningful evaluation and appraisal of their practice to ensure they are meeting their students’ needs

4. **Professional Engagement**
   - Teachers model effective learning. They identify their own learning needs and expand their professional learning both collegially and individually. Teachers demonstrate respect and professionalism in their interactions with students, colleagues, parents/carers and the broader community.
   - **Engage in professional learning**
     - a) Teachers engage in a range of professional activities that make a positive contribution to their students’ achievement
     - b) Teachers open their classroom to regular observation and multiple sources of feedback to improve the quality of their teaching
   - **Engage professionally with colleagues, parents/carers and the community**
     - a) Teachers work collaboratively to design curriculum, moderate student assessment and plan learning strategies
     - b) Teachers communicate effectively with parents/carers about their children’s learning
     - c) Teachers engage with the school community to enrich the educational context provided by their school.
Weightings

The weighting system is designed to enable schools to place the greatest emphasis on areas they see as most important to achieving their school strategic priorities.

Performance domains will be weighted during the goal-setting stage. Teachers will discuss and agree with their reviewer (principal or principal’s nominee) as to the weighting of each performance domain, within the parameters of the minimum and maximum possible weightings (shown at Figure 4).

Where the teacher and their reviewer cannot reach agreement the default weightings provided in Figure 5 will be used.

Weightings can be used to articulate where a teacher should focus their efforts based on school priorities or individual areas for development.

There will be flexibility to determine the weightings for each of the domains, based on individual goals and the local school context at the beginning of the cycle. Weightings should reflect the extent to which that domain is a priority for the teacher or school.

---

**Figure 4 Teacher Weightings**

<table>
<thead>
<tr>
<th></th>
<th>Domain 1: Student outcomes</th>
<th>Domain 2: Professional knowledge</th>
<th>Domain 3: Professional Practice</th>
<th>Domain 4: Professional Engagement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum weighting</td>
<td>25%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>70%</td>
</tr>
<tr>
<td>Discretionary</td>
<td></td>
<td>Allocated across domains in 5% increments</td>
<td></td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Maximum weighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Figure 5 Default Teacher Weightings**

<table>
<thead>
<tr>
<th></th>
<th>Domain 1: Student outcomes</th>
<th>Domain 2: Professional knowledge</th>
<th>Domain 3: Professional Practice</th>
<th>Domain 4: Professional Engagement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Default weighting</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Performance and development assessment and outcomes

In order to achieve a successful performance and development outcome, a teacher must demonstrate that they have:

1. Met all of the Australian Professional Standards for Teachers according to their classification level (see page 4) and;
2. Achieved all of the performance and development goals in the teacher’s PDP.

The reviewer will use their professional judgement and evidence provided by the teacher to assess whether they have met the above criteria.

Each goal will be reviewed against the following outcomes: Exceeds, Meets Criteria, Needs Improvement or Does Not Meet Criteria. See Figure 6 for a definition of the outcomes.

Based on the teacher’s achievement of their performance and development goals in line with agreed success indicators, the reviewer will use their judgement to provide the teacher with an overall performance and development outcome for the cycle.

This process enables greater articulation, communication and recognition of differentiated outcomes.

It ensures that the assessment method is consistent from one teacher to the next, and assists principals and teachers to establish shared expectations for performance across the school. The Department will provide guidelines, and practice-based learning modules, in order to assist reviewers to make and communicate differentiated performance decisions, and ensure objective and evidence-based assessment outcomes for all teachers.

Figure 6: Performance and Development Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds</td>
<td>The individual has met all of the Australian Standards according to their classification level. They have exceeded their performance and development goal(s) in relation to agreed success indicators.</td>
</tr>
<tr>
<td>Meets Criteria</td>
<td>The individual has met all of the Australian Standards according to their classification level. They have achieved their performance and development goal(s) in line with agreed success indicators.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>The individual has met all of the Australian Standards according to their classification level. They have demonstrated progress towards achievement of their performance and development goal(s), but have not achieved their goal(s) in line with agreed success indicators. The individual needs improvement to meet the criteria.</td>
</tr>
<tr>
<td>Does Not Meet Criteria</td>
<td>The individual has not met all of the Australian Standards according to their classification level. They have demonstrated little or no progress towards achievement of their performance and development goal(s). The individual needs significant improvement to meet the criteria.</td>
</tr>
<tr>
<td>Domain title</td>
<td>Description of your first SMART goal</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Domain 1: Professional knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>SMART goal</td>
</tr>
<tr>
<td>Exceeds</td>
<td>Meets Criteria</td>
</tr>
</tbody>
</table>

Individual performance and development goals should be aligned to school goals.

Agreed weighing for associated Domain to prioritise goals for the performance and development cycle.

Performance outcome given for each goal:
- Exceeds
- Meets Criteria
- Needs Improvement
- Does Not Meet Criteria

A description of evidence required to demonstrate achievement of performance and development goal.

A description of short term strategies to achieve performance and development goal.

Continues to subsequent Domains: Professional Practice, Professional Engagement and Student Outcomes.
The Process

The following section provides a step-by-step guide through each stage of the performance and development cycle, which commences on 1 May each year and concludes on 30 April in the following year.

Principal responsibility

It is important to note that while the principal may delegate the conversations at each stage of the process to members of their leadership team as nominees (particularly in larger schools); the principal is ultimately responsible for all staff performance and development.

Nominees will make recommendations about staff performance and development to the principal and the principal must make the final decision in relation to each stage.

Annual performance cycle

The performance and development cycle commences on 1 May each year and concludes on 30 April in the following year (see Figure 8). Schools may prefer to implement a calendar year performance and development cycle. These guidelines provide advice around both the standard performance cycle (1 May – 30 April) and a calendar year cycle. See page 15.

It is important to note that the key dates and requirements remain in place regardless of the performance and development cycle used by any given school.

These are:

- Notification requirement for teachers who may not achieve a successful performance and development outcome – **by 1 March**
- A teacher with less than 6 months eligible service **by 30 April** at a particular salary subdivision will not be eligible for salary progression for that cycle
- All teachers must be advised of their final performance and development outcome **by 30 April**
- Salary progression occurs for eligible teachers who achieved a successful performance and development outcome from **1 May**

Figure 8: Performance and Development Cycle
**Stage 1 Roles and Responsibilities**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Reviewer (principal/nominee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reflect on your practice / past performance and development</td>
</tr>
<tr>
<td>2</td>
<td>Develop annual performance and development goals and short-term strategies, and identify evidence required to demonstrate goal achievement</td>
</tr>
<tr>
<td>3</td>
<td>Develop your PDP</td>
</tr>
<tr>
<td>4</td>
<td>Meet with reviewer to discuss and agree on your PDP</td>
</tr>
<tr>
<td>5</td>
<td>Obtain principal endorsement (where required)</td>
</tr>
</tbody>
</table>

Teachers will meet with their reviewer (principal or principal’s nominee) at the beginning of each cycle. Teachers should come to the meeting having reflected on the previous year, their teaching practice, student learning and broader student outcomes, as well as what they hope to achieve in the coming year.

It is important that teachers and the reviewer have a sound understanding of the Australian Standards at the different classification levels.

This initial meeting will be used to discuss and refine the teacher’s ‘draft’ PDP – which will incorporate the teacher’s proposed goals, strategies and supporting evidence. During this meeting, the teacher’s PDP will be finalised.

Building on an understanding of the Australian Standards and the school priorities for professional practice, teachers will develop, through discussion with their reviewer, one to two individualised, meaningful and measurable performance and development goals, in each of the four performance domains. These goals should follow the SMART methodology (Specific, Measurable, Achievable, Realistic, and Time-Bound).

Teachers can document short-term strategies that will directly support them to achieve their performance and development goals over the course of the performance cycle. It also allows teachers to record their longer-term career and development goals that exceed the annual performance cycle.

Teachers will also need to clearly nominate a range of evidence that will demonstrate the achievement of their performance and development goals. An agreement between the teacher and reviewer should be reached about what will constitute success (i.e. success indicators) at the end of the performance and development cycle. Weightings for each of the domains will be determined at this stage.

The completed PDP will require approval from the principal.

**Goal setting**

Goal setting ensures that teachers are empowered to have significant input into decisions about how their performance and development will be appraised. Performance goals should be clear, evidence-based, and linked to school strategic priorities and teacher developmental needs.

Teachers will draw on a range of resources to inform their goal setting, including:

- the Australian Professional Standards for Teachers
- the teacher’s role description and classification
• the School Strategic Plan and Annual Implementation Plan
• evidence and research about effective teaching
• the school’s agreed approach to teaching and learning
• student data

Performance and development goals should be:
• SMART (Specific, Measureable, Attainable, Relevant and Time-bound)
• evidence-based
• aligned to school priorities
• appropriate to the teacher’s classification level
• based on areas or skills that are yet to be achieved, rather than those already consolidated.
• regularly reviewed and adjusted if required
• approved by the principal.

Identifying and collecting evidence
Evidence is critical to effective performance and development processes. Teachers will provide evidence of their practice which demonstrates their progress towards and achievement of performance and development goals.

One source of evidence is insufficient to make judgements about teacher performance and development (Jensen, 2011). Multiple sources of feedback are required to produce a balanced perspective of a teacher’s performance and development throughout the cycle.

Evidence selected should be realistic, manageable, and accessible. The quality of evidence produced is critical to ensure specific and growth-oriented feedback is provided to teachers throughout the performance and development cycle. In consultation with colleagues and the reviewer, teachers should select quality evidence that directly relates to performance and development goals.

Regular documentation of evidence allows teachers to be evaluators of their own practice and their impact on student learning (Hattie, 2003). Teachers should seek feedback on their effectiveness and progress – from students, peers and leaders – and use it to inform their practice. The Model encourages teachers to develop ‘the self-regulatory skills that will enable them to monitor and reflect on the effectiveness of changes they make to their practice’. This enables them to identify the ‘ongoing adjustments they must make to maximise student outcomes’ (Timperley, 2008).

Evidence can be used to share and celebrate achievements within schools, and to promote a culture of continuous improvement and personal growth.

Examples of evidence to evaluate teacher performance include: reflection; peer, student and parent feedback; classroom observation; and student achievement. The Department will release tools and resources to assist with identifying and collecting appropriate evidence.
STAGE 2

Mid-Cycle (Sept/Oct)
Feedback and assessment

<table>
<thead>
<tr>
<th>Stage 2: Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

A mid-cycle meeting should be scheduled between the teacher and the reviewer (principal or principal's nominee) to discuss progress against agreed performance and development goals. This mid-cycle meeting provides an important opportunity for teachers to receive feedback and, where required, receive support to ensure performance and development goals will be achieved by the end of the cycle.

Teachers should monitor progress against their performance and development goals and focus on collecting evidence of practice and student achievement throughout the year. Ongoing analysis and discussion about teaching practice with colleagues is advised. Teachers should continually reflect and evaluate their practice and the impact of their practice on student learning (Hattie, 2009). Teachers should undertake a self-assessment against their performance goals to prepare for the mid-cycle performance discussion.

Discussion at this stage of the cycle enables both teachers and reviewer to refine goals, professional learning, measures of performance and evidence identified in the PDP. Any changes should be agreed between the reviewer and the teacher.

The mid-cycle review is also an opportunity for

Professional learning

Teachers and principals have a responsibility to support performance and development by establishing a culture that values highly effective professional learning that supports improved teacher practice and ultimately, improved student outcomes.

Professional learning can have a demonstrable impact on student learning, engagement and wellbeing. For professional learning to be effective, it must be relevant, collaborative and future-focused. A teacher and principal should choose appropriate professional learning that is related to their annual performance goals.

The Australian Charter for the Professional Learning of Teachers and School Leaders (2012) states that a high quality professional learning culture is characterised by:

- a high degree of leadership support for ongoing adult learning and risk-taking
- collective responsibility for improving practice
- disciplined collaboration focused on student learning needs
- high levels of trust, interaction and interdependence
- support through school structures, explicit planning and the allocation of time
- coaching and mentoring, and teacher-led action research, which are strategies that commonly feature in effective school-based staff development.

The Department has developed The Evidence Based Professional Learning Cycle to support teachers to measure the impact of their professional learning on their practice and their students’ learning. The Cycle is modelled on the work of Professor Helen Timperley (2008) and can be accessed on the Department website at: http://www.education.vic.gov.au/school/teachers/profdev/Pages/cycle.aspx
concerns about performance to be raised, and for improvement to be made prior to the end of cycle assessment.

Upon request to their reviewer, it is possible for teachers to receive a preliminary performance and development outcome against their goals to give an indication of their progress. Offering a preliminary performance and development outcome is at the discretion of the principal; it is not a requirement. The primary purpose of the mid-cycle meeting is for the teacher to receive quality feedback and identify any opportunities for improvement.

Feedback and Support

Teachers and their reviewers will engage in regular, open and constructive feedback sessions, with a focus on learning conversations. This ensures that teachers have the opportunity to reflect on their practice and to obtain support to improve and develop their skills.

Professional learning and collaboration to support the achievement of performance and development goals will be an expectation for all teachers.

Quality feedback

Local and international evidence tells us that teachers need far more growth-orientated feedback than they typically receive. Feedback is an investment in improvement, and regular feedback enables teachers to improve their performance. For feedback to be constructive and effective, it is important that it is actionable, supported by examples, and honest.

Both verbal and written feedback should be provided to teachers. Informal feedback is encouraged throughout the cycle, from the principal, peers and students, to encourage continual reflection and improvement from all lenses of the learning environment.

Equally as important, teachers must enter feedback sessions with an open mind, and be willing and receptive to receiving meaningful and constructive feedback.

Jensen (2011) recommends that schools use at least four to eight methods found to be the most effective in assessing and developing teaching and learning:

- student performance and assessments
- peer observation and collaboration
- direct observation of classroom teaching and learning
- student surveys
- parent surveys
- 360-degree assessment
- self-assessment and external observation
A formal end-cycle performance and development assessment will be undertaken annually. Performance and development assessments will be based upon evidence.

In order to achieve a successful performance and development outcome, a teacher must demonstrate that they have:

1. Met all of the Australian Professional Standards for Teachers according to their classification level (see page 3) and;
2. Achieved all of the performance and development goals in the teacher’s PDP.

It is the responsibility of the teacher to present evidence that they have met the Australian Standards and achieved the performance and development goals outlined in their PDP.

Principals may wish to conduct the review in a one-on-one setting, or set up an assessment panel – for example a small panel made up of leadership team members that make recommendations to the principal about a teacher’s performance and development. At a minimum, the reviewer and the teacher will reflect on the evidence collected by the teacher throughout the year, and discuss performance and development to determine the quality of practice, recognise achievements and identify areas for further development.

When assessing a teacher’s performance and development, data will not be considered in isolation, and no single piece of evidence will determine the performance and development outcome.

Feedback sessions will focus on specific areas for improvement, and will assist teachers in developing appropriate performance and development goals for the next performance cycle. This feedback should be incorporated in the development of the PDP for the following year, including appropriate professional development action.

Based upon achievement of performance and development goals, an overall performance assessment will be determined. There are four possible outcomes: Exceeds, Meets Criteria, Needs Improvement or Does Not Meet Criteria. See Figure 6 for definitions.

Principals have the responsibility for determining the performance and development outcome for each teacher. Performance and development outcomes must be recorded for every teacher, regardless of their eligibility for salary progression. Teachers will be advised of the outcome by 30 April.
Calendar Year Cycle

The following timeline provides guidance to principals who may wish to establish a performance and development cycle aligned to the calendar year (January to December). See Figure 9 for a diagram of the cycle.

Schools who wish to operate via a calendar year model may vary cycle stages. It is important to note that the key dates and requirements remain in place regardless of the performance and development cycle used by any given school.

These are:

- Notification requirement for teachers who may not achieve a successful performance and development outcome – by 1 March

- A teacher with less than 6 months eligible service by 30 April at a particular salary subdivision will not be eligible for salary progression for that cycle

- All teachers must be advised of their final performance and development outcome by 30 April

- Salary progression occurs for eligible teachers who achieve a successful performance and development outcome from 1 May

January/February – Stage 1
Start-cycle performance planning

At the start of the school year, teachers will reflect on their practice and the feedback from their last performance and development assessment. Teachers will meet with their principal (or principal’s nominee) to develop and agree upon their performance and development goals, aligned with school priorities (as described in the Annual Implementation Plan).

June/July – Stage 2 Mid-cycle Assessment

Teachers will undertake a self-assessment and meet with the principal/nominee to discuss and evaluate their progress against their performance and development goals. See page 13 for further advice around Stage 2 actions.

November/December – Stage 3
End-cycle Assessment

Teachers will meet with their principal/nominee for a formal final assessment of their performance against the Australian Standards and their performance and development goals. The final decision on a teacher’s performance outcome is the principal’s (a nominee may make recommendations to the principal for final decision).
Figure 9: Calendar Year Performance and Development Cycle

Nov-Jan
Annual Implementation Plan
Prior to development of Performance Plans

Jan-Feb
Stage 1: Start-cycle
Performance plans agreed with the principal

By March 1
Formal notification of result from prior year
Teachers must be notified in writing if they may not achieve a successful performance assessment

By April 30
Final assessment recorded for prior year
Principal advises teachers of final assessment outcomes. Principal records final assessment outcomes with DEECD

June/July
Stage 2: Mid-cycle review
Performance discussed and progress against performance goals evaluated

Nov/Dec
Stage 3: End-cycle review
Formal performance assessment

Teachers must be notified in writing if they may not achieve a successful performance assessment.
Other information

Salary progression

Consistent with the Victorian Government Schools Agreement 2013 (VGSA 2013), salary progression is not automatic. Salary progression is subject to a successful performance and development assessment.

In order to achieve a successful performance and development outcome, a teacher must demonstrate that they have:

1. Met all of the Australian Professional Standards for Teachers according to their classification level (see page 3) and;
2. Achieved all of the performance and development goals in the teacher’s PDP.

Within the teacher classification levels, salary progression will be from the appropriate minimum, through the subdivisional range, to the maximum subdivision of that classification level.

The Department’s payroll system will process salary progression for all eligible teachers in the first pay period on or after 1 May of each year based on the staff performance outcomes entered by the principal on edupay. See Figure 10 for a diagram of the performance and development assessment outcomes.

The Department will provide tools and resources that principals may wish to take into account when determining if a teacher meets the Australian Standards and their performance goals.

Other circumstances

In the case where a teacher works in two or more schools within the performance and development cycle, the base principal is expected to consult with the principal(s) of the other school(s) regarding the teacher’s performance.

Where a teacher changes schools within the performance cycle, the principal at the teacher’s new school is expected to consult with the principal of the teacher’s previous school regarding the teacher’s performance. Both parties will contribute to a performance and development assessment outcome.

It is recommended that the teacher meets with their principal/nominee to discuss the requirements and expectations of their new/returning role. Teachers and their principal/nominee may wish to update the teacher’s PDP objectives and evidence to ensure it remains relevant.

The VGSA 2013 states that teachers may be considered for accelerated salary progression within their school. Further information regarding acceleration is available on HRWeb.

A teacher acting in a higher position may progress at the higher level of their pay bracket (in addition to progression at their substantive level if not at the maximum) provided the teacher has six months’ eligible service at the higher position.

Non-participation

Where the teacher does not participate in the performance and development process his or her performance will be assessed against the applicable Australian Standards. This assessment will be based on consideration of all relevant information in relation to the teacher’s performance and development against the Australian Standards.

Non-financial rewards

The Victorian Government has committed to examine further options to recognise excellence in teaching through reward for effort in addition to current options. These future options may include proven effective incentives such as opportunities for professional growth.

Non-progression

Consistent with the VGSA 2013, where a teacher is eligible for progression but has not met the requirements for salary progression in that year, the teacher will not receive salary progression for that cycle provided that they have been notified in writing, before 1 March, of:

1. the standards of performance that are expected
2. the areas of the teacher’s performance that do not meet the required standards
3. the consequences of continued or repeated failure to meet these standards.

In addition, the teacher must be given the opportunity to improve their performance to reach the required standard.

If notice is issued on or after 1 March salary progression in that cycle must be granted.

Principals need to enter staff performance outcomes on eduPay. If this is not done all eligible employees will progress.
Figure 10: Performance and Development Assessment Outcomes

**Prior to 1 March**

- Notification in writing where there is a concern a teacher may not achieve a successful performance assessment.
  - [E.g. where a teacher may not meet all the Australian Standards; or may not achieve an overall performance rating of Meets Departmental Criteria]

**End cycle assessment**

- Have all the Australian Standards been met?
  - Yes: Teacher achieves all of their performance and development goals (Exceeds or Meets Criteria) → Successful outcome → Progression for eligible teachers
  - No: Teacher does not meet all of their performance and development goals (Needs Improvement) → Unsuccessful outcome → Non-progression for eligible teachers

- Improvement plan developed to support this teacher to achieve a successful performance assessment

- Non-progression outcome for teachers eligible for progression (Does not Meet Criteria)

- On-going concerns about performance

- Contact Conduct & Ethics Branch to consider Unsatisfactory Performance procedures

- Improvement plan developed to support teacher to meet the Australian Standards built into new performance plan
Eligible service for salary progression

Consistent with the VGSA 2013, a teacher with less than six months eligible service at a particular salary subdivision in any particular progression cycle will not be eligible for salary progression.

Eligible service includes all periods of paid leave and any periods of unpaid leave that have been approved to count as service. Approved teaching experience undertaken during a period of leave without pay will be included as eligible service for salary progression purposes subject to the provision of a statement of service.

A teacher promoted within the six-month period prior to 1 May is not eligible for salary progression in that year. However where the teacher had been in receipt of higher duties at the higher level within that year’s performance cycle the higher duties period will be included as eligible service.

Unsatisfactory performance

When it is considered that a teacher’s performance is unsatisfactory, the unsatisfactory performance procedures (set out in Schedule 5 of the VGSA 2013) should be implemented. A teacher is not eligible for salary progression during any period that he/she is the subject of unsatisfactory performance procedures provided the notification requirements have been met.

Where the performance of a teacher commencing a period of extended leave or changing schools is considered unsatisfactory the principal should provide that teacher with the notice prior to the commencement of leave or movement to the other school.


First year teachers

Consistent with the VGSA (2013), first year teachers who commence employment at subdivision 1-1 prior to 1 May in any year will be paid a lump sum on progression to subdivision 1-2 in the following year.

Probation/VIT registration

A teacher participating in the full registration process of the Victorian Institute of Teaching and/or undergoing a probationary period is not required to participate in the normal performance and development process. At the conclusion of the full registration process and/or a probationary period, the performance and development process will commence.

Where a teacher is eligible for salary progression prior to the conclusion of the full registration process and/or a probationary period, his or her performance should be assessed for the purposes of salary progression. In this case the principal will assess the teacher’s performance during the relevant period of employment.

Where any prior employment during the current performance cycle was not at that school the principal should consult with the principal(s) of the other school(s) regarding the teacher’s performance.

Where a teacher’s performance makes it probable that the full registration process and/or a probationary period will not be completed satisfactorily the person should be provided with notification in accordance with the VGSA 2013 (as above) where this may also result in salary progression not being granted.

Grievances

Teachers may be eligible to lodge a grievance in accordance with the relevant Ministerial Order under the Education and Training Reform Act 2006 in relation to the performance and development assessment.

Information can be obtained from the registrar, Merit Protection Board at www.mpb.vic.gov.au.
Support and resources

System-wide support is essential in building a positive performance and development culture in a school.

The Victorian Professional Practice Framework, an online portal containing all available tools and resources, is being developed to assist schools to support and develop quality professional practice.

The Department will provide:

- PDP exemplars for teachers at different classification levels, and for teachers in specialist roles
- guidance on classroom observation
- feedback tools and protocols
- student surveys and tools
- advice on validated instructional models, as well as criteria to assist schools to select their own model
- support and training for principals.

The AITSL website hosts national guidelines to assist principals and schools with performance and development and professional learning, and offers a range of tools and resources including the application of standards, self-assessments, illustrations of practice, voluntary certification: http://www.aitsl.edu.au/.

Further tools and resources to support effective professional learning can be found on the Department and AITSL websites:
Useful links

The Australian Institute of School Leadership
http://www.aitsl.edu.au

The Australian Professional Standards for Teachers
http://www.teacherstandards.aitsl.edu.au/

Bastow Institute of Educational Leadership
www.bastow.vic.edu.au
School Performance Framework

Curriculum

The Developmental Learning Framework for School Leaders

e5 Instructional Model

Evidence-Based Professional Learning Cycle

ilead 360° Survey

Merit Protection Board
www.mpb.vic.gov.au

Professional Development

Unsatisfactory procedures
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