Performance and Development Guidelines for Teachers
May 2014
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Introduction

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 all students and achieving Victoria’s goal of becoming a world leader in education.

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 against which the performance and development of all school-based staff can be assessed and supported. It is developmentally focused, and is designed to enable individual accountability and collective responsibility, to support collaborative professional learning and to improve the quality of teaching in every classroom, in every Victorian Government school.

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 their teaching practice. They undertake self-reflection and self-assessment to identify areas for development with the objective of improving outcomes for each and every student.

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

A balanced scorecard approach is used to document, measure and assess teacher performance and development. Performance is appraised across all elements of teaching practice, including student outcomes, professional knowledge, professional practice and professional engagement.

The performance and development goals of every teacher and principal class employee are expected to be aligned with their school’s priorities.

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 annual implementation plan. They will use the Australian Professional Standards for Teachers (Australian Standards) for each career stage as benchmarks.

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 requires reviewers to provide meaningful appraisal that focuses on teacher development. Feedback must identify and develop specific aspects of teaching to improve teacher practice.

The model enables:

- individual performance and development to be aligned with the school strategic plan and annual implementation plan
- performance and development to reflect achievable school improvement and student learning growth
- all teachers to be provided with feedback on performance to support their ongoing learning and development, with a strong focus on improving student outcomes
- achievement of performance and development goals to be recognised and acknowledged, including through salary progression where applicable
- a supportive environment for improving performance and identifying opportunities for development
- more meaningful accountability to students, parents and the community, enacted through processes that explicitly link a teacher’s individual performance and development with student achievement, wellbeing and engagement and achievement of school goals and priorities.

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 full implementation of the new 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 at each stage are described in this document. This includes an outline of the relevant professional standards and advice on goal setting, collecting evidence and providing effective feedback.

All school-based staff are encouraged to access the papers, *Professional Practice and Performance for Improved Learning: Performance and Development* (2014) and *Professional Practice and Performance for Improved Learning: Professional learning and support for school leaders and teachers* (2014). The paper outlines the underlying concepts, structures and processes for a new performance and development model for school leaders and teachers. Drawing from national and international research and examples of current practice within Victorian schools, it describes what effective performance and development processes look like, why they are important and where they fit within a wider context of professional practice and professional learning.

It is expected that all schools will fully implement the teacher performance and development model, as described in this document, by 2015. The Department has developed a self-assessment tool and transition guidance for schools to implement the new performance and development model in their school. See the *Transition Advice* for 2014 to 2015 and *Self-Assessment Tool for Schools* for further information.

A summary of available tools and resources is also included to ensure that teachers and principal class employees are equipped with the necessary support to implement the model.
Overview of the model

As Jensen (2011, p.7) states, ‘Meaningful appraisal is geared to teacher development and improvements in learning’. The performance and development model is designed to support teachers and principal class employees to develop the professional practices that have the greatest impact on teaching and learning. The model facilitates professional growth and allows teachers and principal class employees to identify their own professional learning needs based on an analysis of their students’ needs, set goals, monitor their progress and provide evidence of the impact of their practice. The model achieves this through the following key components in Figure 1 and highlighted from pages 7 to 17.

Figure 1: Components of the model
A balanced scorecard approach

At the beginning of each performance and development cycle, teachers, in conjunction with their reviewer, will formulate professional performance and development goals for their performance and development plan (PDP), using the balanced scorecard approach.

The balanced scorecard approach takes into account the full range of teacher practice and allows professional assessment across four performance and development dimensions (Student Outcomes, Professional Practice, Professional Knowledge and Professional Engagement).

The balanced scorecard approach to performance and development assists in promoting the following characteristics:

1. **Consistency** – by implementing a state-wide performance and development process across every Victorian Government school will provide greater consistency in approach and ensure all teachers have a meaningful plan and receive regular feedback on their performance.

2. **Transparency** – by documenting what is considered important in a school and providing the opportunity for open and substantive conversations between staff members and their reviewers about expectations for success and professional development needs.

3. **Professional Agency** – by empowering staff members to devise their own annual performance and development goals, identify evidence, and identify their own professional development needs, aligned with the strategic goals and priorities of the school and student learning needs. These will be developed in conversation with their reviewer. It empowers schools to develop school-based professional learning with multiple sources of feedback, the use of a portfolio of evidence and flexibility through weightings, with principals having the final decision on performance and development outcomes for teachers.

4. **Collective efficacy** – by aligning to accountability processes through the School Performance Framework (school strategic plan, annual implementation plan). It promotes the collective responsibility among all staff for the achievement of school goals and priorities and the outcomes of all students.

The model is robust, and is designed to ensure fair, evidence-based performance and development assessments.

The PDP comprises:

- four performance and development dimensions weighted according to individual and school priorities
- one to two performance and development goals in each dimension
- evidence that will be collected to demonstrate achievement of each goal
- documented outcomes against each performance and development dimension at the end-cycle
- an overall differentiated performance and development outcome.
Teacher performance and development dimensions

The teacher balanced scorecard will comprise four key performance and development dimensions which incorporate all aspects of teacher practice:

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 dimensions. Each goal should follow the SMART goal methodology (Specific, Measureable, Achievable, Relevant, Time-bound). The goals should articulate how the teacher will demonstrate they have met the relevant Australian Standards and contributed to the achievement of the school’s strategic priorities, as defined in the school strategic plan and annual implementation.

The first performance and development dimension, Student Outcomes is an 'output dimension'. Student Outcomes are defined by a wide and varied list of indicators, including improvements in individual student achievement, engagement and wellbeing.

Student achievement refers to both the absolute levels of learning attainment and growth in learning that schools strive to ensure for each individual student. All students should achieve one year’s learning growth in return for a year of educational input. Teachers should intervene early to ensure students make progress against the appropriate standards.

Student engagement refers to the extent to which every student feels connected to and engaged in their learning and with the broader school community. Student 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 all students’ positive learning experiences.

The other three dimensions (input dimensions) reflect the Domains of Practice in the Australian Standards. Every teacher will need to provide documented evidence outlining their progress towards achieving their performance and development goals to demonstrate that they have met the standards.
The Australian Standards

The Australian Standards describe the key elements of quality teaching and articulate professional expectations for teachers, as determined by their level of experience. The Australian Standards 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, and are used by teacher accreditation and registration authorities, employers and professional associations.

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 Australian Standards and Domains of Practice can be developed by reading the Descriptors and Focus areas. These can be found in their entirety at: www.teacherstandards.aitsl.edu.au.

An overview of the role of professional standards in effective performance and development processes can be found in Professional Practice and Performance for Improved Learning: Performance and Development (2014).

Figure 2 demonstrates the alignment between the Department’s teacher classification levels and the Australian Standards. Teachers graduating from teacher training courses are demonstrating the Graduate level in the Australian Standards. Teachers will not need to participate in the Department’s performance and development process until they receive full registration via the Victorian Institute of Teaching (VIT). Once they have received full registration, they will be performing at the Proficient level.

Reviewers will consider whether a teacher has met the Australian Standards according to their classification level when assessing against each performance and development dimension. A summary description of each dimension is shown in Figure 3.

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**Figure 2 Alignment between the Department classification level and the Australian Standards level**

<table>
<thead>
<tr>
<th>Department classification level</th>
<th>Australian Standards level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teacher - Range 1</td>
<td>Graduate*</td>
</tr>
<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>

*Prior to receiving full registration

**Upon receiving full registration
**1. Student Outcomes**

In line with their school strategic plan and annual implementation plan, teachers deliver improvements in the areas of student achievement, engagement and wellbeing, 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.

1. **Know students and how they learn**
   a) Effective teachers know their students’ social and developmental characteristics, experiences and backgrounds, and know how these factors influence their learning

2. **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.

3. **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

4. **Create and maintain supportive and safe learning environments**
   a) Teachers establish and maintain safe and intellectually engaging learning environments

5. **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.

6. **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

7. **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

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**Figure 3 The teacher balanced scorecard approach**
Goal-setting

‘If there is a generic principle of practice, it is probably that teaching must be responsive to the specific needs of the students being taught’ (Timperley, 2011, p. 21).

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

Teachers’ performance and development goals should ultimately be aimed at improving student outcomes through improved teaching practice. Teachers should identify their learning needs with reference to the needs of their students and the school’s evidence-based approach to high quality teaching practice. They should draw on a range of resources to inform their goal setting, including:

- the Australian Standards
- 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.

‘The role of teachers is to deliberately intervene to ensure every student achieves their highest possible learning outcome. All students should achieve at least one year’s learning growth in return for a year of school education input. There is accumulating evidence that clinical practice enables teachers to do this because it focuses on the learner and what happens in the classroom - it is all about the interaction between teacher and student’ (Melbourne Graduate School of Education, 2013, p. 4).

When determining what their performance and development goals should be, teachers should consider using tools like the Evidence Based Professional Learning Cycle, developed by the Department and based on the work of Helen Timperley, to ensure their performance and development goals will have the greatest impact on student outcomes. This is outlined in Figure 4 and can be accessed on the Department’s website at www.education.vic.gov.au/school/teachers/prodev/Pages/cycle.aspx.

It is important that the reviewer and teacher discuss what the achievement of a goal requires in the context of their school and career stage.

Figure 4 Evidence-Based Professional Learning Cycle: Cycle of Inquiry (Timperley, 2008)

Performance and development goals should be:

- SMART (Specific, Measurable, Achievable, Relevant and Time-bound)
- evidence-based
- aligned with school priorities
- appropriate to the teacher’s classification level
- a ‘stretch goal’ – it should be developmental, and 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.
Weightings

The weighting system is designed to enable teachers and principal class employees to place the greatest emphasis on areas they see as most important to achieving their school’s strategic priorities and meeting the learning needs of their students.

Performance and development dimensions will be weighted during the goal-setting stage. Teachers will discuss and come to an agreement with their reviewer as to the weighting of each dimension.

There will be flexibility to determine the weightings for each of the dimensions, based on individual goals, student learning needs and the local school context at the beginning of the cycle. However, the student outcomes dimension must be weighted, as a minimum, at 20% (shown in Figure 5).

A decision will be made at the local level (individual, team or school levels) on the distribution of the remaining 80% across the four dimensions in increments of 5%. Every dimension must be allocated a weighting, with an overall total of 100% across the four dimensions.

Where the teacher and their reviewer cannot reach agreement, the default weightings provided in Figure 5 will be used (25% in each of the four dimensions).

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

Weightings should reflect the extent to which that dimension is a priority for the teacher and/or school.

Figure 5 Teacher weightings

<table>
<thead>
<tr>
<th></th>
<th>Dimension 1: Student Outcomes</th>
<th>Dimension 2: Professional Knowledge</th>
<th>Dimension 3: Professional Practice</th>
<th>Dimension 4: Professional Engagement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum weighting</td>
<td>20%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20%</td>
</tr>
<tr>
<td>Discretionary weighting</td>
<td>Weightings are allocated across the four dimensions</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Default weighting</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>
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 their goals.

One source of evidence is insufficient to make judgements about teacher performance and development (Jensen, 2011). A range of evidence is required to produce a meaningful perspective of a teacher’s performance and development throughout the cycle (Timperley, 2008).

Evidence selected should be realistic and accessible. It should be the data collected as part of a teacher’s everyday practice, and should not be considered as ‘extra’. The quality of evidence is critical to ensure specific and growth-oriented feedback is provided to teachers throughout the cycle. In consultation with colleagues and the reviewer, teachers should select quality evidence that can be used to illustrate progress towards their goals. Selecting quality evidence and being able to demonstrate impact on student outcomes, professional knowledge, practice and engagement is integral to effective performance and development.

The Melbourne Graduate School of Education (2013, p.10) indicates that ‘clinical practice is based on a teacher’s use of evidence to:

• analyse where a student is most ready to learn
• intervene to support learning
• evaluate the impact of the intervention on the learner.

Specifically, clinical teachers do this by:

• monitoring and evaluating their impact on learning and adapting the lesson to meet the needs of each student - rather than expecting the student to keep up regardless of their circumstances
• using evidence about what each student knows and understands at the start of the teaching period to inform their teaching interventions
• targeting their assessment and teaching practices to maximise the information obtained about their impact and optimise the chances of improving student learning
• on the basis of the above, constructing appropriate teaching and learning environments for every student, whatever their developmental stage and current abilities
• continuously evaluating the impact of their teaching, to inform next steps.

Documentation

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’ (Timperley, 2008, p. 6). This enables them to identify the ‘ongoing adjustments they must make to maximise student outcomes’ (Timperley, 2008, p. 13).

Analysis

The discussions around evidence and analysis of impact – Have I achieved my goal? What areas are there for further improvement? How do I use this evidence to guide further development goals? – lend meaning to the collection of evidence and ensure the pivotal link between developing one’s professional practice and its effect on student outcomes.

Multiple sources of evidence can be used to demonstrate achievement of performance and development goals. Examples to evaluate teacher performance and development include:

• self-reflection
• peer, student and parent feedback
• classroom observation
• collaborative professional learning
• collaborative curriculum planning, team teaching and moderation of student work and assessment
• classroom artefacts and assessments against standards (e.g. AusVels, VCE etc).

The Department will provide tools and resources to assist with identifying and collecting appropriate evidence.
Differentiated assessment

‘Researchers have found that well designed performance-based assessments use rubrics that vividly describe performance standards at different levels of expertise to evaluate teachers’ practices, strategies and outcomes.’ (Darling-Hammond, 2013, p. 26).

Performance and development assessments require reviewers to make informed judgements about teacher practice and improvement using multiple sources of evidence. The Australian Standards provide benchmarks for performance at different levels of proficiency for this assessment. The school’s priorities, local context, and the teacher’s career stage and developmental goals will all inform the nature of the evidence used and expectations about the level of performance required.

Differentiated assessment acknowledges that every teacher is different and that every school context is unique. It allows reviewers the opportunity to consider the circumstances surrounding a practitioner’s performance and development throughout the cycle.

Expectations for ‘success’ (desired practice and improvement) should be established between the teacher and reviewer during the planning stage, so that every teacher clearly understands what is required of them and is committed to achieving these expectations. Every teacher should understand how their performance contributes to the school’s success in achieving its goals as outlined in the strategic plan and annual implementation plan.

Clearly defining success and setting expectations at the beginning of the cycle allows teachers to track progress in their performance and development. It also allows reviewers to make an end-cycle assessment that is fair, authentic and appropriate.

Reviewers and teachers should also define what level of practice and improvement would exceed performance and development requirements at their school.

This emphasises that high performance is valued in the school culture and provides recognition for high performers. It also provides a challenging target for teachers to strive towards and fosters continuous development and growth. By clearly defining what is expected, reviewers will be able to make a transparent, evidence-based and differentiated assessment of a teacher’s performance and development in each dimension at the end-cycle review, leading to an overall performance and development outcome.

Assessment outcomes

A teacher’s performance and development assessment will be based on evidence of professional growth and improvement of practice and impact on student learning. Differentiated assessment outcomes provide a mechanism for meaningful performance assessment and recognition. It acknowledges that every teacher is different and that every school context is unique, thereby promoting a fair process both within schools and between schools.

Figure 6 highlights the steps that will be undertaken to determine a teacher’s performance and development outcome.

The Department will provide guidance, tools and resources to assist reviewers to make and communicate differentiated performance decisions, and ensure objective and evidence-based assessment outcomes for all teachers.
Reviewers will use their professional judgement to make an assessment of the teacher’s improvement in practice, demonstrated by evidence of progress towards achieving their performance and development goals, and assign one of the following performance and development outcomes in each of the dimensions:

- Exceeds Performance and Development Requirements
- Fully Meets Performance and Development Requirements
- Partially Meets Performance and Development Requirements
- Fails to Meet Performance and Development Requirements

A teacher’s performance against their goals will demonstrate the extent to which they have met the Australian Standards in that dimension.

An overall performance and development outcome will be arrived at through the use of an online tool provided by the Department. Principals will enter the weighting and outcome for each dimension into the online tool and a final, overall outcome will be produced. The overall performance and development outcome will correspond to one of four outcome descriptors. See Figure 7 for a definition of the performance and development outcomes.

### Figure 7 Definitions of performance and development outcomes

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Performance and Development Requirements</td>
<td>The performance of the teacher has been assessed as exceeding the requirements expected of a fully effective teacher and exceeding the professional growth and improvement of practice expected at this stage of career development.</td>
</tr>
<tr>
<td>Fully Meets Performance and Development Requirements</td>
<td>The performance of the teacher has been assessed as meeting the requirements expected of a fully effective teacher and meeting the professional growth and improvement of practice expected at this stage of career development.</td>
</tr>
<tr>
<td>Partially Meets Performance and Development Requirements</td>
<td>The performance of the teacher has been assessed as partially meeting the requirements expected of a fully effective teacher and/or partially meeting the professional growth and improvement of practice expected at this stage of career development.</td>
</tr>
<tr>
<td>Fails to Meet Performance and Development Requirements</td>
<td>The performance of the teacher has been assessed as not meeting the requirements expected of a fully effective teacher and/or not demonstrating the professional growth and improvement of practice expected at this stage of career development.</td>
</tr>
</tbody>
</table>
Feedback, development and support

‘Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed’ (Hattie & Timperley, 2007, p. 82).

Performance and development processes are effective when they enable meaningful feedback on performance to be provided to teachers so they can improve their practice.

Research shows that appraisal and feedback significantly improves teachers’ understanding of their teaching methods, teaching practices and student learning (Jensen, 2011).

Professional learning and collaboration to support the achievement of performance and development goals will be an expectation for all teachers. Teachers and their reviewers can discuss opportunities for capability building and professional learning appropriate to their school’s context throughout all stages of the performance and development cycle.

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

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 practice. For feedback to be constructive and effective, it is important that it is actionable, supported by examples, and provides substantial opportunities for improvement.

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.

Effective feedback

Effective feedback must address three major questions (Hattie & Timperley, 2007; Timperley, 2011):

- Where am I going?
- How am I going?
- Where to next?

Teachers should seek feedback from a range of sources (peers, principal, leadership team, students, parents, self-reflection) in order to answer these questions.

When providing feedback to teachers, reviewers should support teachers to become self-regulators – evaluators of their own practice and their impact on student learning. Feedback should be aimed at motivating effort and empowering teachers to identify where their practice could be more effective and to make the necessary adjustments.

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

Jensen (2011) recommends that schools should 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 and feedback
- 360-degree assessment and feedback
- self-assessment
- parent surveys and feedback
- external observation
- professional learning.
Professional learning

Principals have a responsibility to support performance and development by establishing a culture that values highly effective job-embedded professional learning that is developmentally focused, supports improved teacher practice and, ultimately, improved student outcomes.

Professional learning should have a demonstrable impact on a staff member’s development, as well as 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 and developmental needs.

The Australian Charter for the Professional Learning of Teachers and School Leaders (AITSL, 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 process

The following section provides a step-by-step guide through each stage of the performance and development cycle.

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 for a diagram of the cycle.

Schools may prefer to implement a calendar-year performance and development cycle. These guidelines provide advice around both the standard performance and development cycle (1 May – 30 April) and a calendar year cycle (January – December).

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 (in writing) for teachers who may not achieve a successful performance and development outcome – before 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.

Figure 8: Performance and development cycle for teachers
Start-cycle: reflection and goal setting

Figure 9 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 practice and past performance and development</td>
</tr>
<tr>
<td>2</td>
<td>Develop annual performance and development goals, short-term strategies, and evidence required to demonstrate goal achievement</td>
</tr>
<tr>
<td>3</td>
<td>Develop draft PDP</td>
</tr>
<tr>
<td>4</td>
<td>Meet with reviewer to discuss and agree to PDP</td>
</tr>
</tbody>
</table>

Teachers will meet with their reviewer 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 areas for development and 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.

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 as well as clear expectations for performance and development. 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 and development dimensions. These goals should follow the SMART goal methodology (Specific, Measurable, Achievable, Relevant, 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. This may include teaching strategies, capacity building, collaboration and/or professional learning.
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 (and what the evidence will look like to demonstrate impact) at the end-cycle. Weighting for each of the dimensions will be determined at this stage.

Expectations for performance and development must be established during the planning stage so every teacher clearly understands what is required. See pages 14–15 for further information about differentiation and setting expectations at the beginning of the cycle.

The completed PDP will require approval from the principal. Figure 9 describes the roles and responsibilities of the teacher and reviewer. See Figure 10 for an example of an annotated PDP template.

For the 2014/2015 cycle, schools can extend their PDP sign off until the end of Term 2 to allow for transition.
**Figure 10 Annotated PDP template**

- **Individual performance and development goals** should be aligned to school goals.
- A description of short term strategies to achieve performance and development goal.
- Agreed weighting for associated dimension to prioritise goals for the performance and development cycle.

<table>
<thead>
<tr>
<th>Dimension title</th>
<th>Description of your first SMART goal</th>
<th>Agreed weighting for associated dimension to prioritise goals for the performance and development cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 1: Student Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TO Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P&amp;D Cycle Dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overarching School Goal(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dimension 2: Professional Knowledge</td>
<td>A description of evidence required to demonstrate achievement of performance and development goal</td>
<td></td>
</tr>
</tbody>
</table>

Continues to subsequent dimensions: Professional Practice and Professional Engagement.
Mid-cycle: feedback and review

Figure 11 Stage 2 roles and responsibilities

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Reviewer (principal/nominee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    Reflect on practice</td>
<td>Provide support if required</td>
</tr>
<tr>
<td>2    Meet with reviewer to discuss progress</td>
<td>Consider evidence presented. Provide quality feedback to teacher,</td>
</tr>
<tr>
<td>towards achieving performance and</td>
<td>indicating progress to date and identifying support options or</td>
</tr>
<tr>
<td>development goals</td>
<td>developmental opportunities (if required)</td>
</tr>
<tr>
<td>3    Refine PDP (if required)</td>
<td>Assist teacher in refining PDP (if required)</td>
</tr>
</tbody>
</table>

A mid-cycle discussion should be scheduled between the teacher and the reviewer to review progress against agreed performance and development goals. The mid-cycle discussion provides an important and formal opportunity for teachers to receive feedback and, where required, support to ensure performance and development goals will be achieved by the end-cycle. However, feedback and support can be provided at any stage of the performance and development cycle.

Teachers should monitor progress against their performance and development goals and focus on collecting evidence of their practice and impact on student achievement, engagement and wellbeing throughout the year. See page 13 for further information.

Ongoing analysis and discussion about teaching practice with colleagues is encouraged. Teachers should continually reflect on 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 reviewers to redefine goals, professional learning and development opportunities, and evidence identified in the PDP. Any changes should be agreed between the reviewer and the teacher.

The formal mid-cycle review is also an opportunity for concerns about performance to be raised, and expectations for improvement prior to the end-cycle assessment to be discussed. This may include identifying further opportunities for collaboration, capacity building and/or professional learning. It is important to note that concerns about performance should be raised as soon as they have been identified.

The primary purpose of the mid-cycle discussion is for the teacher to receive quality feedback and identify any opportunities for improvement. Figure 11 describes the roles and responsibilities of the teacher and reviewer.
A formal end-cycle performance and development assessment will be undertaken annually. Performance and development assessments will be based on evidence that the teacher has improved their practice and had a positive impact on student learning.

Expectations for performance and development must be established during the planning stage, so that every teacher clearly understands and agrees to what is required of them and is committed to achieving these expectations. This will assist reviewers to differentiate performance and provide an outcome at the end-cycle review that is fair and expected.

It is the responsibility of the teacher to present evidence that they have met the Australian Standards through achievement of 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. See pages 14 – 15 for a full description of the assessment process.

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 development actions.

Principals have the responsibility for determining the performance and development outcome for each teacher, and this must be recorded. Teachers will be advised of the outcome by 30 April. Figure 12 describes the roles and responsibilities of the teacher and reviewer.

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**Figure 12 Stage 3 roles and responsibilities**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Reviewer (principal/nominee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consider the evidence collected. Self-assess performance and development against goals</td>
<td>Provide support where required</td>
</tr>
<tr>
<td>2. Meet with reviewer for performance and development assessment</td>
<td>Meet with the teacher for their performance and development assessment. Consider evidence presented. Consider whether the teacher met their performance and development goals demonstrating the Australian Standards at the appropriate level. Provide an outcome for each dimension</td>
</tr>
<tr>
<td>3. Receive final performance and development assessment outcome</td>
<td>If reviewer is principal’s nominee, provide performance recommendation to principal to determine final outcome OR If reviewer is principal, determine performance assessment outcome</td>
</tr>
</tbody>
</table>

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Support and resources

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

The Department is currently developing the *Victorian Professional Practice Framework* to assist schools to support and develop quality professional practice by providing tools and resources.

The Department will also provide:

- PDP templates
- PDP examples for teachers at different classification levels, and for teachers in specialist roles
- SMART goal tips
- PDP writing advice
- possible sources of evidence lists
- activity check lists
- guidance on classroom observation
- feedback tools and protocols
- advice on validated instructional models, as well as criteria to assist schools to select their own model
- support for principal class employees.

The Australian Institute of Teaching and School Leadership (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 and illustrations of practice: [www.aitsl.edu.au](http://www.aitsl.edu.au/).

Further tools and resources to support effective professional learning can be found on the Department’s website.

See pages 27 and 28 for [useful links](#) and a [bibliography](#) for further readings.
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 salary progression (where eligible), a teacher must demonstrate that they have achieved an overall performance and development outcome of Exceeds or Fully Meets Requirements, after weightings have been applied.

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 outcomes of the performance and development assessment.

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 (or principal’s nominee) to discuss the requirements and expectations of their new/returning role. Teachers and their principal (or principal’s nominee) may wish to update the teacher’s PDP objectives and evidence to ensure it remains relevant.

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 (i.e. does not have a PDP), 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.

For the student outcomes dimension, the teacher will be assessed against student performance with consideration of the school strategic plan and annual implementation plan.

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:

- the standards of performance that are expected
- the areas of the teacher’s performance that do not meet the required standards
- 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.

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
The performance and development process is not designed to manage unsatisfactory performance.

Where 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 required 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 VIT 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 the teacher’s current 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 teacher 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 of the Merit Protection Board at www.mpb.vic.gov.au.
Useful links

The Australian Institute of School Leadership
www.aitsl.edu.au

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

Bastow Institute of Educational Leadership
www.bastow.vic.edu.au

School Performance Framework

Curriculum at Department of Education and Early Childhood Development

The Developmental Learning Framework for School Leaders

e$^{5}$ Instructional model

Evidence-Based Professional Learning Cycle

iLead 360° Survey

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

Professional Development

Professional Practice and Performance for Improved Learning – Performance and Development

Unsatisfactory procedures

HR Web
Bibliography


