

Performance and Development Guidelines 2016

for the teacher class



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2 Treasury Place, East Melbourne, Victoria, 3002. This document is also available on the internet at <https://edugate.eduweb.vic.gov.au/Services/Schools/SchoolStaffPerformanceDev/Pages/Teacher%20Performance%20and%20Development.aspx>

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Introduction

'If students are to learn at higher levels, processes must be in place to ensure the ongoing, job-embedded learning of the adults who serve them.' (Dufour & Marzano, 2011)

High-quality teaching and leadership in every school is essential to Victoria's success in supporting students' achievement, wellbeing and engagement. To achieve this, our education system must empower and support teachers, leaders and support staff at every career stage to be the best they can.

The whole-of-practice approach to Performance and Development (the approach) outlined in this document promotes a consistent process and a common language for the evaluation and support of teacher Performance and Development in Victorian government schools. 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.

The approach:

- promotes the development of thriving school cultures where continuous development of professional skills, knowledge and engagement are the norm, and are based on collaborative and mutually supportive workplaces
- encourages teachers and school leaders to set high expectations and establish clear accountabilities for professional practice in a collaborative environment which values high quality, meaningful, and developmentally-focused feedback
- acknowledges the highly skilled and complex nature of quality teaching and builds on the excellent practices that already exist in many Victorian government schools and across the teaching profession.

This document describes the whole-of-practice approach to Performance and Development as it applies to teachers. Key elements of the approach and what teachers, principals and reviewers need to do at each stage of the Performance and Development cycle are also described. This includes an outline of the relevant professional standards and advice on goal-setting, collection of evidence and the provision of effective feedback.

To complement the approach, the Department of Education and Training (the Department) will provide tools and resources to assist schools to advance their professional practice.

Alignment to the Framework for Improving Student Outcomes

The Framework for Improving Student Outcomes (FISO) provides a cohesive approach to school improvement, ensuring schools concentrate their efforts on strategies with the highest impact on student learning outcomes. There is a strong link between the FISO and the Performance and Development approach as the learning needs of students should drive the goal-setting of teachers, and this is what should be monitored and appraised through Performance and Development.

Linking Performance and Development, School Strategic Plan and Annual Implementation Plans

The School Strategic Plan (SSP) outlines school objective for the next four years, while the Annual Implementation Plan (AIP) provides a detailed plan encompassing actions, roles, responsibilities, timelines and success criteria for the next 12 months.

Ensuring explicit links between the SSP, the AIP and all teacher Performance and Development Plans creates a line of sight from school improvement priorities and initiatives to the work of each individual in the school. This ensures that each school harnesses the efforts of all of its staff towards the shared goal of school improvement, and that each person understands their role in working towards the priorities.

For more information, please refer to:

<https://partner.eduweb.vic.gov.au/sites/schoolppp/Pages/takingaction.aspx>

A whole-of-practice approach

'Seeking self-knowledge is a prerequisite for and motivation of growth and improvement.' (London, 2003).

The whole-of-practice approach ensures teacher Performance and Development is framed against the Australian Professional Standards for Teachers (the Standards), in the context of the school's strategic priorities. The Standards inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment. The Standards, and associated resources such as the Classroom Practice Continuum, can be found on AITSL's website.

Performance and Development planning, goal-setting, conversations, and feedback should encompass all elements of a teacher's practice in the context of their school and their Performance and Development Plan (PDP). It should acknowledge that the totality of a teacher's work contributes to improvements in student achievement, engagement and wellbeing, and place strong emphasis on the collective responsibility amongst school-based staff for the learning of all students.

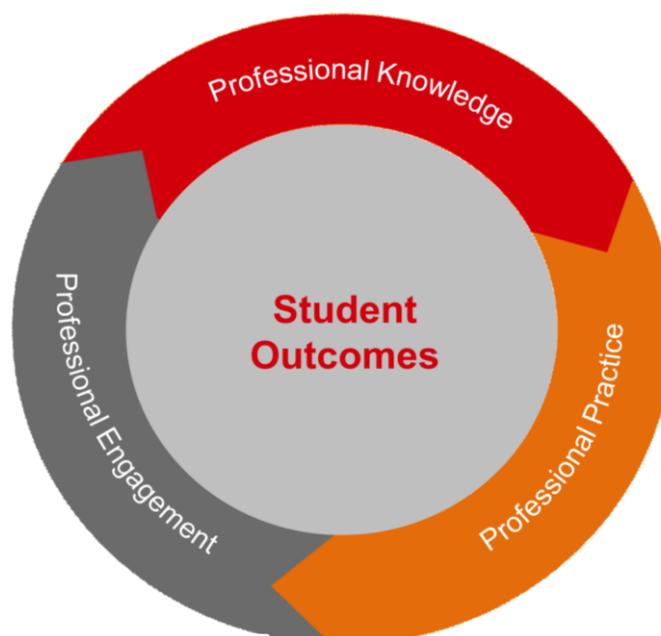
Teachers will use the Standards and the school's priorities, as articulated in the SSP and the AIP to reflect on their practice and inform their PDP. Teachers will set four goals, one in each of the Domains of Teaching from the Standards (Professional Knowledge, Professional Practice and Professional Engagement) and a student outcomes goal, taking into account the Domains of Teaching. Each of the goals may reference elements of the others. This approach acknowledges the holistic nature of teachers' practice.

The PDP documentation comprises:

- four Performance and Development goals
- strategies that will be used to support the achievement of each goal
- evidence that will be collected to demonstrate achievement of each goal.

The PDP documentation also functions as a record of the formal review conversations that will be held between teachers and reviewers at mid-cycle and end-cycle points. Supporting these formal discussions, ongoing Performance and Development conversations across the school staff should continue throughout the cycle.

Figure 1 Whole-of-practice approach for Teachers



Goal-setting

Domains of Teaching

The Domains of Teaching are taken directly from the Australian Professional Standards for Teachers, which incorporate all aspects of a teacher's practice, describe the key elements of quality teaching and articulate professional expectations for teachers, as determined by their level of experience. The Standards are divided into four career stages: Graduate, Proficient, Highly Accomplished and Lead.

There are seven Standards, all of which are interrelated. For an outline of the Standards, see Figure 2.

Figure 2 Outline of the Australian Standards

Domains of Teaching	Australian Standards
Professional Knowledge	1. Know the students and how they learn 2. Know the content and how to teach it
Professional Practice	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
Professional Engagement	6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community

Further information on the Standards and Domains of Teaching can be found on the Australian Institute of Teaching and School Leaders ([AITSL's website](#)). The AITSL website also contains the Classroom Practice Continuum which articulates what teachers at increasing levels of expertise should be doing in the classroom.

Teachers will set a goal in each of the Domains of Teaching. The following (taken from the Standards) describes the Domains of Teaching:

Professional Knowledge

“Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts.

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.

Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to the programs they teach. Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.

Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use information and communication technology to contextualise and expand their students' modes and breadth of learning.”

Professional Practice

“Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques.

Teachers have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons. They regularly evaluate all aspects of their teaching practice to ensure they

are meeting the learning needs of their students. They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.

They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.”

Professional Engagement

“Teachers model effective learning. They identify their own learning needs and analyse, evaluate and expand their professional learning, both collegially and individually.

Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community. They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning.

Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students.”

A focus on development to improve student outcomes

‘My role, as a teacher, is to evaluate the effect I have on my students. It is to know thy impact, it is to understand this impact, and it is to act on this knowing and understanding.’ (Hattie, 2012)

Improving outcomes for students is the core purpose of teachers' work. The Performance and Development approach is focused on teachers' development across the Domains of Teaching to enhance their effectiveness in improving students' outcomes: their learning, engagement and wellbeing. The approach includes an explicit student outcome goal that takes into account teachers' development across the Domains of Teaching.

This goal may be related to improvements in student achievement, engagement or wellbeing, either for individuals or for groups of students.

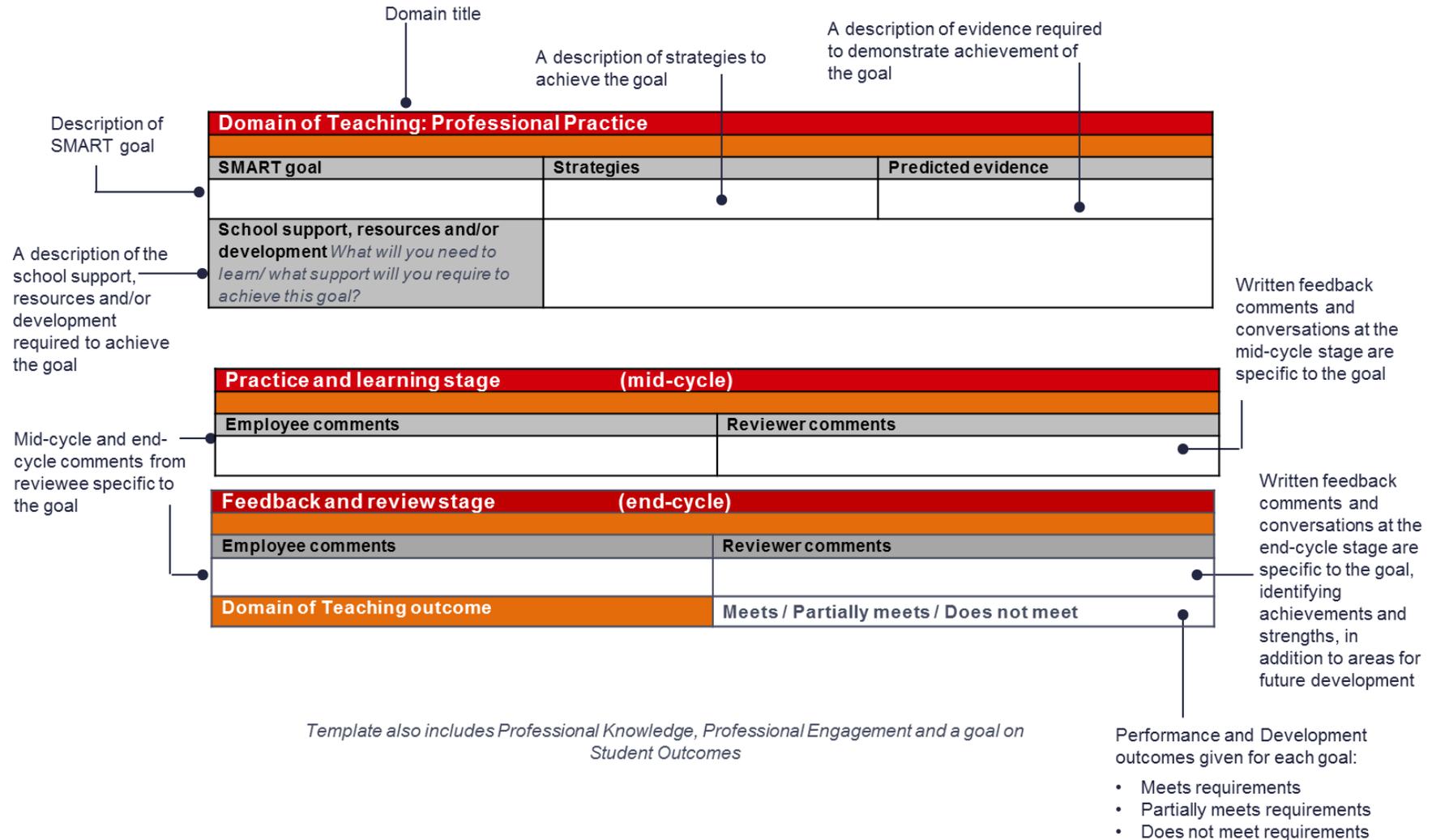
Student achievement may refer to either absolute levels of learning attainment or the growth in learning that schools strive to ensure for each student. On average, all students should achieve at least one year's learning growth in return for a year of schooling. Teachers should intervene early to ensure that all students make sufficient progress in their learning.

Student engagement refers to the extent to which students feel connected to and engaged in their learning, with their peers and with their 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.

For an annotated version of the PDP template, see Figure 3.

Figure 3 Annotated PDP template for the teacher class



The Performance and Development approach

The following section provides a step-by-step guide through each stage of the Performance and Development cycle

Reviewer

The principal is ultimately responsible for the Performance and Development process for all staff. However, the principal may delegate the role of reviewer to an appropriate member of their leadership team or another appropriately experienced member of staff (particularly in larger schools). Nominees will make recommendations about staff Performance and Development to the principal who is responsible for making the final decision in relation to each stage.

Principals may wish to conduct the end-cycle review in a one-on-one setting, or set up a review 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. If a panel is adopted, it should be assembled at the start of the cycle and panel members should be involved in the staff member's Performance and Development process throughout the cycle.

Annual Performance Cycle

The Performance and Development cycle will operate on a calendar year cycle, while the progression cycle will continue to operate from May to April.

Schools may opt out of the calendar year cycle by exception only. The principal must discuss this with their Senior Education Improvement Leader (SEIL), who will consider the individual circumstances of the school, and seek approval from their Regional Director.

The key dates and requirements for Performance and Development each year are as follows:

- before **1 March**: notification requirement (in writing) for teachers who may not achieve a successful Performance and Development outcome
- by **30 April**: all teachers must be advised of their final Performance and Development outcome
- **1 May to 30 April**: a teacher with less than 6 months eligible service between this period at a particular salary subdivision will not be eligible for salary progression for that cycle
- on **1 May**: salary progression occurs for eligible teachers who achieve a successful Performance and Development outcome.

See Other Information on page 18.

Figure 4 Performance and Development cycle for teachers

1 Reflection and goal-setting

- Reflect on practice and student learning needs
- Develop professional performance and development goals
- Identify evidence, strategies, school support and professional learning
- Discuss and agree on performance and development plan (PDP) with reviewer



2 Professional practice and learning

- Reflect on practice
- Identify and reflect on multiple sources of evidence
- Discuss progress with reviewer and receive personalised feedback and support
- Reviewer to provide written feedback
- Identify further opportunities for capacity building or professional learning

3 Feedback and review

- Reflect on practice
- Formal discussion with reviewer to discuss progress
- Evidence collected to be considered
- Goals assessed individually
- Overall Performance and Development outcome to be determined and written feedback provided
- Opportunities for professional development to be considered and will form part of PDP for next cycle

1. Reflection and goal-setting (start of cycle)

'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)

Figure 5 Roles and responsibilities

	Teacher	Reviewer (principal/nominee)
1	Reflect on practice and past Performance and Development (where relevant)	Provide support as required
2	Develop annual Performance and Development goals, short-term strategies, and evidence required to demonstrate goal achievement	
3	Develop draft PDP	
4	Meet with reviewer to discuss and agree PDP	Meet with teacher to discuss and agree on their PDP

1.1 Reflection and discussion

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.

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 discussing clear expectations for Performance and Development. An agreement between the teacher and reviewer should be reached about what will constitute success at the feedback and review stage. During this meeting, the teacher's PDP will be finalised and agreed on by the teacher and reviewer. Figure 5 above describes the roles and responsibilities of the teacher and reviewer.

1.2 Goal-setting

Building on an understanding of the Standards and the school priorities for professional practice, teachers will refine, through discussion with their reviewer, goals in relation to each of the Domains of Teaching and a goal focused on student outcomes, which takes into account the Domains of Teaching. These goals should follow the SMART goal methodology (Specific, Measurable, Achievable, Relevant, and Time-Bound).

Goals should be based on previous reviews (where relevant), be clear and evidence-based, and reflect the teacher's developmental needs. 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.

Teachers' Performance and Development goals should ultimately be aimed at improving student outcomes through improved teaching practice. They should draw on a range of resources to inform their goal-setting, including:

- learning needs of their students
- the Standards
- the teacher's role description and classification
- the SSP and AIP
- evidence and research about effective teaching
- the school's agreed approach to teaching and learning

The Department has developed tools and resources to assist with goal-setting, which can be accessed on the [Department's website](#).

In summary, 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
- 'stretch goals' – they should be developmental, and based on areas or skills that are yet to be achieved, rather than those already consolidated
- agreed between employee and reviewer and regularly reviewed and adjusted if required (by agreement).

1.3 Strategies

Teachers should document strategies that will directly support them to achieve their Performance and Development goals over the course of the cycle. These may include teaching strategies, capacity building, collaboration and/or professional learning.

1.4 Evidence

'Evidence selected should be 'adequate, authentic, appropriate and accurate' (Griffin, 2008).

Teachers will also need to clearly nominate a range of evidence that will enable them to demonstrate their progress towards and achievement of their Performance and Development goals. Collecting and reflecting on evidence is critical to effective Performance and Development processes, by enabling teachers to demonstrate the impact of their practice. Additionally, evidence provides the basis for further development by informing growth and access to high quality professional learning.

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 relevant and accessible, and should include the data and information collected as part of a teacher's everyday practice. Evidence should be an exercise in collation rather than creation. The quality of evidence is critical to ensuring that specific and growth-oriented feedback is provided to teachers to support their ongoing development.

When selecting evidence, teachers should ask themselves the following:

- How will I know I have achieved my goal and had the desired impact?
- How could I demonstrate that I have achieved the goal?
- Who will benefit from me having done this?
- Can I ask those who benefit from my work for feedback?

In line with the Australian Teacher Performance and Development Framework (2012), teachers may include data showing impact on student outcomes, information based on direct observation of teaching to facilitate inquiry and feedback to improve practice, and evidence of collaboration with colleagues. The Framework also outlines additional sources of evidence that may be agreed to, such as:

- student feedback
- peer/supervisor feedback
- parent feedback
- teacher self-assessment
- evidence of participation in professional learning and teacher reflection on its impact
- evidence of participation in professional learning teams (for example: design of curriculum, or moderation of student assessment) and reflection on its impact.

As well as drawing from the list above, staff may discuss (as a whole) the types of evidence that would be useful. The Department has developed tools and resources to assist with identifying and collecting appropriate evidence, which can be accessed on the [Department's website](#).

2. Professional practice and learning (mid-cycle)

'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).

Figure 6 Roles and responsibilities

	Teacher	Reviewer (principal/nominee)
1	Reflect on practice	Provide support as required
2	Meet with reviewer to discuss progress towards achieving Performance and Development goals	Consider evidence presented. Provide quality feedback to teacher, indicating progress to date and identifying support options or developmental opportunities as required
3	Refine PDP (if required)	Assist teacher in refining PDP (if required)

2.1 Professional conversations about practice

A mid-cycle discussion should be scheduled between the teacher and reviewer to discuss 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 enable Performance and Development goals to be achieved by the end-cycle. However, feedback and support can be provided at any time during the Performance and Development cycle.

Discussion at this stage of the cycle enables both teachers and reviewers to re-define goals, professional learning and development opportunities, and re-define nominated forms of evidence identified in the PDP. Any changes are to 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 review 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 are identified and discussed in the context of how the teacher can work towards meeting their goals. Figure 6 above describes the roles and responsibilities of the teacher and reviewer.

2.2 Self-assessment

Teachers should monitor progress against their Performance and Development goals, focus on achieving their goals and collect evidence of their practice and impact on student achievement, engagement and wellbeing throughout the year in preparation for the mid-cycle and end-cycle discussions.

2.3 Feedback

Performance and Development processes are effective when they provide teachers with meaningful feedback so they can reflect and improve their practice, and obtain support to improve and develop their skills. 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 at the mid-cycle and end-cycle points. The provision of informal feedback is recommended throughout the cycle, from the principal, peers and students. This encourages continual reflection and improvement from all lenses of the learning environment.

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 (which may include peers, the principal, the leadership team, students, parents and 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 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.

2.4 Professional learning

'Through learning we re-create ourselves' (Senge, 1990).

Principals have a responsibility to support Performance and Development by establishing a high quality professional learning culture, 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.

Professional learning should have a demonstrable impact on a staff member's development, as well as on student achievement, engagement and wellbeing. For professional learning to be effective, it must be relevant, collaborative and future-focused (Australian Charter for the Professional Learning of Teachers and School Leaders, AITSL, 2012). There is strong evidence to suggest that a sustained approach to professional learning has a stronger impact on practice than ad-hoc learning opportunities and that the closer to the classroom those efforts to improve practice occur, the bigger the impact they are likely to have on student learning (Timperley et al, 2011).

Timperley suggests a range of interactive elements should form the basis of a 'cycle of inquiry' for teacher professional learning, including:

- grounding learning in the immediate problems of practice
- deepening relevant pedagogical content and assessment knowledge
- engaging existing theories of practice on which to base ongoing inquiry processes.

In this process, teachers collectively and individually identify key issues for student learning and these become the drivers for acquiring the knowledge they need to address them, monitor the impact of their actions and adjust their practice accordingly.

3. Feedback and review (end of cycle)

'Ideally teacher appraisal should give teachers tailored feedback, which should then be followed with opportunities for continuous learning in the areas identified' (Hill and Herlihy, OECD 2011).

Figure 7 Roles and responsibilities

	Teacher	Reviewer (principal/nominee)
1	Consider the evidence collected. Self-assess Performance and Development against goals.	Provide support as required
2	Meet with reviewer for Performance and Development review, prepared to describe achievements, professional growth and areas for future focus.	Meet with the teacher for their Performance and Development review. Consider evidence presented. Consider whether the teacher met their Performance and Development goals, demonstrating the Australian Standards at the appropriate level. Provide an outcome with verbal and written feedback for each goal.
3	Record final self-reflections on the completed PDP. Receive final Performance and Development review outcome with written feedback.	If the reviewer is the <i>principal nominee</i> , provide performance recommendation to the principal to determine the final outcome OR if the reviewer is the <i>principal</i> , determine the performance review outcome and provide written feedback.

A formal end-cycle Performance and Development review will be undertaken annually. The review will be based on evidence that the teacher has achieved their Performance and Development goals and had a positive impact on student learning, through improved practice and professional growth.

3.1 Preparation for formal review

Teachers should prepare for the formal end-cycle review by:

- collating and analysing evidence collected over the course of the Performance and Development cycle
- reflecting on their performance and professional growth over the cycle, with reference to their Performance and Development goals and the Standards, and the impact this has had on their students and school
- preparing to describe their achievements, how they have grown professionally and areas for further development they have identified for the future (supported by evidence)
- preparing to have a constructive professional conversation with their reviewer and receive feedback regarding their progress and professional growth in all areas of their practice.

3.2 Formal review – professional judgement

Performance and Development reviews require reviewers to make informed, professional judgements about teacher practice and improvement using multiple sources of evidence and with consideration to the circumstances surrounding a teacher's professional growth throughout the cycle. Setting clear expectations at the beginning of the cycle plays a significant role in allowing reviewers to make a transparent, evidence-based and personalised assessment of a teacher's Performance and Development against their goals, leading to an overall Performance and Development outcome.

The Standards provide benchmarks for performance at different levels of proficiency for the review. 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.

Principals are responsible for determining the overall Performance and Development outcome for each teacher, and this must be recorded. As well as providing verbal feedback during the end-cycle discussion, reviewers must provide teachers with written feedback. Teachers must be formally advised of the outcome by **30 April**. Figure 7 describes the roles and responsibilities of the teacher and reviewer.

3.3 Personalised feedback

Feedback (verbal and written) 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.

In order to facilitate the formal provision of meaningful, detailed and actionable feedback to teachers, reviewers are required to determine Performance and Development outcomes at the goal level across three levels of achievement, provide feedback explaining each outcome (Figure 8) and provide guidance for further development.

This type of feedback:

- recognises and celebrates achievement
- recognises and records professional growth
- identifies new or renewed areas for focus in the next Performance and Development cycle
- identifies strategies and support that can be implemented to support growth in these areas for the future.

Reviewers will then exercise their professional judgement to determine a final assessment outcome. Figure 9 provides a description of the final Performance and Development outcomes that can be received.

In this way the formal feedback and review stage marks the formal close of one Performance and Development cycle and serves as the foundation for the next cycle by providing teachers with precise feedback on what they have achieved and where they can continue to learn and grow as professionals.

Figure 8 Definitions of Performance and Development outcomes at the goal level

Descriptor	Definition
Meets Requirements	The performance of the employee has been evaluated as meeting the goal set in their Performance and Development plan, which demonstrates the required performance and professional growth and improvement of practice at this stage of career development.
Partially Meets Requirements	The performance of the employee has been evaluated as partially meeting the goal set in their Performance and Development plan, which partially demonstrates the required performance and/or professional growth and improvement of practice at this stage of career development.
Does Not Meet Requirements	The performance of the employee has been evaluated as not meeting the goal set in their Performance and Development plan, which does not demonstrate the required performance and/or professional growth and improvement of practice expected at this stage of career development.

Figure 9 Definitions of final Performance and Development outcomes

Descriptor	Definition
Meets Requirements	The performance of the employee has been evaluated as meeting the requirements of effective performance, professional growth and improvement of practice at this stage of career development.
Does Not Meet Requirements	The performance of the employee has been evaluated as not meeting the requirements of effective performance and/or not meeting the expectations for professional growth and improvement of practice at this stage of career development.

Support and resources

System-wide support is essential in building a positive Performance and Development culture in a school.

Through the Department's Performance and Development website on eduGate, support and resources are provided, including:

- 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 protocols.

The AITSL website hosts a range of national guidelines, frameworks and resources to assist principals and schools with Performance and Development and professional learning. This includes a range of tools and resources describing the application of standards, self-reviews and illustrations of practice: www.aitsl.edu.au/.

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

See page 20 for useful links and relevant research.

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 review.

In order to achieve salary progression (where eligible), a teacher must demonstrate that they have achieved an overall Performance and Development outcome of Meets Requirements.

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 outcome of the Performance and Development review.

The VGSA (2013) states that teachers may be considered for accelerated salary progression within their school. Further information regarding acceleration is available on HRWeb at www.education.vic.gov.au/hrweb/employcond/Pages/remuneration_teachserv.aspx

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.

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 and Development cycle, the higher duties period will be included as eligible service.

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.

Where the performance of a teacher commencing a period of extended leave or changing schools is considered to have not met requirements, the principal should provide that teacher with the required notice prior to the commencement of leave or movement to the other school.

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.

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 review 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 goals, strategies and evidence to ensure it remains relevant.

Non-agreement/non-participation

Where the teacher does not participate in the Performance and Development process (i.e. does not have a PDP) or the teacher and reviewer cannot agree on the teacher's PDP, his or her Performance and Development will be evaluated against the applicable Standards. This review will be based on consideration of all relevant information in relation to the teacher's Performance and Development.

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. See unsatisfactory performance procedures at www.education.vic.gov.au/hrweb/workm/Pages/conduct.aspx.

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 Department 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 evaluated for the purposes of salary progression. In this case the principal will assess the teacher's Performance and Development during the relevant period of employment.

Where any prior employment during the current Performance and Development 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 and Development.

Where a teacher's Performance and Development 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 review. 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

AITSL 360 Reflection Tool

<http://www.aitsl.edu.au/australian-professional-standard-for-principals/360-reflection-tool>

AITSL Classroom Practice Continuum

http://www.aitsl.edu.au/docs/default-source/default-document-library/classroom_practice_continuum

The Australian Professional Standards for Teachers

www.teacherstandards.aitsl.edu.au/

Bastow Institute of Educational Leadership

www.bastow.vic.edu.au

Curriculum at Department of Education and Training

www.education.vic.gov.au/school/principals/curriculum/Pages/default.aspx

Evidence-Based Professional Learning Cycle

www.education.vic.gov.au/school/teachers/profdev/Pages/cycle.aspx

Framework for Improving Student Outcomes

<https://partner.eduweb.vic.gov.au/sites/schoolppp/Pages/default.aspx>

HR Web

www.education.vic.gov.au/hrweb/Pages/default.aspx

Merit Protection Board

www.mpb.vic.gov.au

Professional Development

www.education.vic.gov.au/school/teachers/profdev/Pages/default.aspx

School Performance Approach

www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx

Unsatisfactory performance procedures

www.education.vic.gov.au/hrweb/workm/Pages/conduct.aspx

Victorian Curriculum

<http://victoriancurriculum.vcaa.vic.edu.au/>

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