



# Teacher Performance and Development in Australia

A mapping and analysis of current practice

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Graham Marshall, Peter Cole and Vic Zbar



# Contents

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Background .....	4
Analysis .....	5
Methodology .....	8
Introduction .....	9
Findings .....	10
The framework for the mapping process	10
Review of Teacher Performance: Which teachers are reviewed, how often, who reviews, mandatory or voluntary, internal or external review?	12
The performance and development planning cycle	14
What is reviewed? How are teaching standards or other similar criteria used in the review process?	16
What evidence is used in teacher reviews?	18
What is the outcome of these teacher reviews?	19
How is teacher development tied to teacher performance?	20
Appendix A .....	21
Appendix B .....	23
Australian Capital Territory government system	
Australian Capital Territory Catholic sector	
New South Wales government system	
New South Wales Catholic sector	
Northern Territory government system	
Northern Territory Catholic sector	
Queensland government system	
Queensland Catholic sector	
South Australian government system	
South Australian Catholic sector	
Tasmanian government system	
Tasmanian Catholic sector	
Victorian government system	
Victorian Catholic sector	
Western Australian government system	
Western Australian Catholic sector	

# Background

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As part of the Education Ministers' commitment to develop an Australian Teacher Performance and Development Framework, the Australian Institute for Teaching and School Leadership (AITSL) is undertaking a national exercise to determine existing approaches that might guide the development of such a national Framework.

The purpose of this mapping exercise is to:

1. gain an understanding of existing approaches to teacher performance and development that operate within education systems and sectors across the country
2. identify the tools and support that are currently in place for implementation.

This report is an outcome of the mapping exercise which has been conducted by a team of external consultants comprising Graham Marshall, who is a Senior Research Fellow in the Graduate School of Education at the University of Melbourne and a former General Manager, Human Resources in the Victorian Department of Education and Training, Vic Zbar, who is a highly-regarded education consultant and writer who has worked on major education reform programs in Australia and overseas, and Peter Cole, who is a former Manager, Performance and Development in the Victorian Department of Education and Training and a Director of EdStaff, a national and international education recruitment business.

# Analysis

The discussion in the following pages and the detailed set of mapping reports included in Appendix B provide a rich insight into the teacher performance and development processes used in the government systems and Catholic sector in each state and territory. While there is diversity in the approaches described, there are common elements as well. The data collected have enabled the consultants to identify the following set of key messages which can be used to inform thinking around the development of any national performance and development framework so that it builds on the approaches in use and is consistent with research and experience of what works in the interests of improving teaching, and hence the outcomes that students achieve.

The four contextual factors noted in the introduction need to be taken into account when considering these key messages:

- > this is a map of the approaches to teacher performance and development in the government and Catholic jurisdictions around the country and not a map of school practice. The issue of determining the level of implementation of these policies and processes is made difficult by the general absence of monitoring by jurisdictions
- > the evidence base used to map the approaches in the systems and sectors is very different: the government systems evidence is reasonably comprehensive because of the departmental reach and overview of the area; the evidence from the Catholic sector is more limited because of the nature of the relationship of the Catholic Education Commissions and their counterparts to the Catholic systemic and other employers; and any evidence from the Independent sector is only applicable to the individual schools which supplied the evidence and therefore any mapping of policies and practices at a sector level is not possible
- > there is an ambiguity in the language applied, particularly to the teacher review processes, which is due, in part, to the need to reconcile the perceived conflicting purposes – at least among many teachers – of teacher accountability and teacher development
- > the policies and procedures on teacher performance and development sit alongside other approaches and programs designed to lift teacher quality and improve teacher and school performance. These programs and approaches often promote the same changes to teacher practice that the approaches to teacher performance and development do. It is important therefore to note the common purposes

these approaches serve and endeavour to ensure that they are mutually reinforcing.

The key messages are as follows:

1. The performance and development planning cycle, used in most government systems and elements in the Catholic sector, provides a very good foundation for the further development and strengthening of teacher performance and development in all states and territories. Sufficient commonality emerged through the mapping exercise to provide a basis on which to build a national Framework.
  2. Approaches to teacher performance and development are somewhat stronger in the areas of planning and development than in review and assessment in most government systems and almost all elements of the Catholic sector. There is strong evidence of a flexible school based approach which is designed to be easily adapted to the needs and conditions of individual schools. There is little evidence of any centralised bureaucratic approaches. While the school level responsibility for processes is an undoubted strength, this responsibility raises the issue of what obligations schools and jurisdictions have. This is particularly so given the evidence of the variability in the policy and processes at the jurisdiction level and the take up of these policies and processes in schools.
  3. This leads to the question of whether there should be imperatives for schools within a jurisdiction to undertake school level teacher performance and review processes. At present three states, New South Wales, Victoria and Tasmania in the government systems, link performance reviews to teacher salary increments. This link can be seen to provide an imperative for schools to undertake the performance and development processes, though it does not appear to have a great impact as the denial of a salary increment is extremely rare. As noted in the report, NSW and WA also have feedback mechanisms which provide information to the jurisdiction to ensure that the teacher reviews have been carried out. The need for a valid process to identify teacher under-performance is another imperative. In all cases the jurisdiction imperatives do help to ensure that schools and teachers undertake performance and development processes without removing school level flexibility. While such imperatives provide no guarantee of the quality of the processes, and the effectiveness of the teacher review in particular, they should contribute to the take up rate in schools.
- In contrast, where performance and development

## Analysis (continued)

processes are dependent on a school's willingness and motivation to undertake them, there is no guarantee that these processes will extend to all schools. Nevertheless where schools are motivated, they have a clear advantage over those that are simply carrying out the processes because they feel they have to; hence the challenge is to marry the imperatives for all schools to participate, with the development of their willingness to do so because of the perceived benefits it brings.

One way to address this dilemma is for education jurisdictions to ensure that there is an imperative for schools to implement some level of teacher performance and development while at the same time focusing strongly, as many systems do, on promoting the value of the approach, and thereby contributing to school level acceptance and the adoption of processes which have a real impact.

4. Most government systems and elements of the Catholic sector have indicated that teaching standards (state/territory or national) are an important reference point for their performance and development processes. However their exact role is unclear. The manner in which they could be used to bring greater depth and consistency to the discussions about performance goals and objectives is not generally explored in current guidelines. The potential exists to demonstrate how the language of the Standards and accompanying descriptors can add substance to discussions about performance and the achievement of performance objectives in particular.
  5. The use of evidence to demonstrate levels of teacher performance for both performance planning and teacher review purposes appears to be an area of particular weakness in the current processes. While both the NSW and the Northern Territory government systems stipulate the use of classroom observations of teacher practice, and NSW mandates the use of teacher documentation, these appear to be the limit of required evidence. In many jurisdictions, current guidelines outline the possible sources of evidence that schools can consider using. Apart from the examples of NSW and the NT quoted above, it appears that all decisions about the use of evidence on performance are left to schools and their principals and teachers. It is not surprising that this would produce considerable variability in how teacher performance is assessed and how the discussions around teacher review are conducted.
- There is a strong case for jurisdictions to provide clearer guidelines to schools and teachers nominating the types of evidence that should be used for the purpose of developing performance plans and carrying out performance reviews. For example, the use of multiple forms of feedback evidence, including the use of student data, classroom observations and survey instruments, all of which provide significant information to teachers on their teaching, is one approach that could be encouraged. This could also strengthen the measures being adopted in parallel approaches to improve the quality of teaching. Such guidelines could also promote the constructive use of this evidence in teacher review and other performance feedback discussions. This would contribute to more effective and valuable performance review experiences for teachers and school leaders. The use of this type of evidence could also contribute to the development of more meaningful goals in teachers' performance and development plans.
6. The role of feedback is central to an effective performance and development approach. Yet where guidelines refer to it, they usually do so in the context of annual and/or mid cycle teacher performance reviews. The need for more feedback to be provided during the year, in order to normalise the activity and make it meaningful is recognised by some but does not seem to be widely acknowledged. Neither is the level of difficulty that most principals and other school leaders experience in providing effective and useful feedback. There needs to be much greater acceptance of these realities together with the need to build the skills and capacity of school leaders and teachers more generally to give and receive feedback. Some government systems have run programs for school leaders on this issue and at least one government system in the recent past has attempted to promote the concept of the development of a feedback culture in schools, but these initiatives are not part of a general pattern.
  7. The links between the teacher performance and teacher development processes are universally acknowledged and are a strong feature of each system and sector. The fact that schools generally have complete flexibility, subject to financial constraints, to determine how to build teacher capacity in order to improve performance is also a strength. The only issue with teacher development is whether some jurisdictions should provide more and better advice to schools on how to link

teacher development more effectively to teacher performance.

8. Both government systems and the Catholic sector have developed a range of useful tools and supports for schools which can inform the development of any national materials on which principals and teachers can draw. Some of these tools have been made available through this mapping exercise. A number of government systems also provide schools with very rich sets of on-line support materials to assist them to work through performance and development issues. Good training programs in areas such as the use of evidence for feedback purposes and the development of capacity for providing feedback, while not common, have been provided. This is the form of support that would be necessary and should be available to complement a national framework.
9. Finally, as with all matters to do with implementing school and teacher improvement and broader change processes, school leadership is the key. Throughout the report there are numerous references to the school level responsibilities for teacher performance and development. While this focus on the school and its processes is a real strength it places a considerable onus on school principals who carry the responsibility for these processes. Accordingly school leaders need to have or develop the confidence and capacity to introduce effective performance and development processes and connect them to the broader school strategies to improve teacher performance and student outcomes.

Leadership development of principals supported by the modelling of effective practice by senior officers in the jurisdictions as well as by principals themselves, could assist in cementing good practice in the broader culture of the jurisdiction as well as the school level.

In conclusion it could be said that teacher performance and development processes serve both accountability and improvement purposes and are carried out by a combination of jurisdiction and

school determined processes. If this is so, it raises the question of whether the existing balances are right. It could be argued that the present priority of improvement purposes over accountability purposes and school determined over jurisdiction determined processes serve government and Catholic schools well. However, there is also an argument derived from the evidence uncovered in this mapping exercise, to suggest that further strategically directed interventions are needed. Clearer guidelines to schools on matters such as the evidence to be used for performance feedback, supported by more targeted training programs and followed up by better monitoring of implementation, would strengthen those processes without unduly changing the existing balances.

# Methodology

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The process used to map the teacher performance and development processes used in each system and sector has been facilitated through contact with nominees from each of the eight government systems and the eight Catholic Education Commissions or their equivalent in each state and territory. Nominees provided the consultants with their jurisdiction's key teacher performance and development documents together with tools and support materials generated by the jurisdiction. These documents were reviewed and further clarification was sought through at least one follow up phone interview and, in two cases, visits and face to face discussions. A template covering the issues to be considered in this report was completed and discussed and agreed with the relevant nominees.

In addition, a number of schools from the Independent sector were contacted and information gathered as to the processes used in those particular schools. In each case the examples of processes and tools provided, gave a valuable insight into an individual school approach to teacher performance

and development. However assurances were also given that these individual school approaches were just that and had no connection to the approaches taken in other schools in the Independent sector. As a result the consultants did not believe it was possible to make any meaningful comments on practices across the Independent sector as a whole.

The full set of final templates, approved by the relevant state and territory nominees, is provided as Appendix B. Appendix A outlines the contacts made by the consultants with the state and territory nominees.



# Introduction

Four contextual factors need to be taken into account when considering this report into the approaches taken to teacher performance and development in the Australian states and territories.

Firstly, this is a study of policies and procedures on teacher performance and development drawn from discussions and documentation provided by central offices. It is not a study of the practice of schools and what is done at a school level to implement these policies and procedures. The issue of determining the extent to which these policies and procedures are being implemented and the manner in which they are being implemented is difficult due to the general absence of monitoring and feedback on implementation at the system and sector level. Accordingly it is beyond the scope of this mapping exercise.

Secondly, the evidence base that underpins this report is very different for each of the systems and sectors. The state and territory education departments in the government systems that provided the information that informs this report are also the employers who have direct responsibility for the approaches taken to teacher performance and development. This ensures a level of confidence that information on this system in the accompanying template is reasonably comprehensive. The Catholic Education Commissions, or their equivalent in each state and territory, that provided the information about the Catholic sector, perform a very different role. As they are not the direct employers of teachers and their role is one of representing the common position of the various employers across a state or territory, the information provided by them is necessarily more limited. Accordingly there can be less confidence that this report captures the full picture of teacher performance and development in this sector. As has already been mentioned, the evidence base for the Independent sector is at the school level only so it has not been possible to provide an account of the general approaches in this sector if, in fact, such a general approach can be said to exist.

Thirdly, there appears to be a considerable ambiguity in the use of language to describe the various approaches to teacher performance and development. This applies particularly at the teacher review/assessment/appraisal stage where a range of descriptors is used. The issue that this use of language raises is the extent to which these reviews (the term used throughout this report) lead to some judgment about teacher performance as compared to informing and/or directly leading to teacher development and improvement. This is a somewhat contested area and the language used in the policies and processes of the different jurisdictions

appears to be designed to reconcile differences of emphasis and purpose. Despite this the teacher reviews described here, particularly in the government system, have an element of judgment involved (satisfactory performance leading to salary increments in NSW, Victoria and Tasmania and unsatisfactory performance leading to a separate process in all states and territories), even though the more dominant emphasis is one of fostering teacher development and improvement.

Fourthly, the approaches to teacher performance and development in all systems and sectors operate in an environment influenced by broader educational developments and policies that have a considerable impact on what happens in this area. These broader influences include the moves towards school self-management in the government systems, the increased availability of data on student and school achievements and the focus in all systems and sectors on school improvement and teacher quality. These factors have led to an increasing emphasis on practices such as the use of data for teacher and school improvement purposes, the promotion of classroom observation and the development of feedback on teacher practice. All of these are being promoted in each of the systems and sectors in all states and territories, but not necessarily as a component of the existing approaches to teacher performance and development, though their relevance to this area is obvious. While this report is not able to explore these connections, it is important to note them and to indicate that policies and approaches on teacher performance and development constitute one set of influences on teacher behaviour and they sit alongside others which have similar objectives.

It should also be noted that the evaluation of teacher performance for the purposes of teacher promotion is a separate process and is not covered in this report.

# Findings

## The framework for the mapping process

### Teacher performance and development by state/territory systems and sectors

In general the approaches to teacher performance and development by each system and sector within the states and territories can be considered as belonging to three interconnected categories.

#### 1. System and sector policies

There are approaches to teacher performance and development that are outlined in the policy positions of the government systems and Catholic education sector. These approaches are detailed in Appendix B and are the subject of much of the rest of this report. It should be noted that the jurisdictions in both systems and sectors typically have approaches that cover on-going planning and feedback on teacher performance for both improvement and accountability purposes. In the NSW, Victorian, and Tasmanian government systems teacher performance is also evaluated for the purpose of awarding salary increments. While virtually all government school systems have policy positions and associated processes for the conduct of teacher performance and development, the situation varies considerably within the Catholic and Independent school sectors. Within the Catholic sector, where policy operates, it does so primarily at the archdiocesan or diocesan level. In the Independent sector, as already indicated there is no sector wide approach, but rather policies and procedures that are developed and operate at the school level.

#### 2. Industrial agreements

There are approaches to teacher performance and development that are incorporated into teacher industrial agreements (Enterprise Bargaining Agreements – or EBAs). These approaches and the connection between them and the policies and procedures of the school systems and sectors are also outlined in Appendix B. In the government system the EBAs tend to mirror the policies and procedures of education departments, though in a number of cases they only partially cover departmental policy. In some cases the inclusion of a clause in the EBA has been the trigger for subsequent policy development by the system authority with the agreement of the parties to the EBA. Under clause 41.1 of the enterprise agreement between the NT Department and the AEU, for instance, the parties are committed to implementing the performance management framework in all

workplaces in compliance with employment instruction number 4 which sets out the rules for developing and implementing employee performance management and development systems for the public sector as a whole. The importance of these agreements lies in the fact that policies and processes contained in them are agreed, which makes for easier implementation because of teacher union support, and subsequently greater teacher acceptance in schools.

In the Catholic sector the EBAs vary widely around the country, but given the multiplicity of employers at the state and territory level, they provide a degree of commonality between schools at a state or regional level that otherwise would not exist. For this sector the EBAs are the most important source of information for the policies and procedures that are in place. Despite the shortcomings in this evidence base, the information derived from these sources appears to show that teacher performance and development processes are more detailed in Sydney, Victoria and the NT than other areas. Queensland also has a performance and development framework. Teacher performance and development processes are also being developed in Tasmania and the ACT.

#### 3. Registration processes

There are also approaches that relate to teacher registration and accreditation. While this mapping exercise does not detail these processes, we note that there are a number of points of intersection between them and the teacher performance and development approaches that are outlined in system and sector policies and industrial agreements. An emerging example is the case of Queensland. Their latest EBA proposes that by 2012 all teachers are able to meet QTC registration requirements as a result of their engagement with the Developing Performance Framework.

There is an argument that this could confuse the purposes of teacher registration and teacher performance review. In teacher registration and certification processes there is a demonstrable need for teachers to demonstrate that they can meet the requirements of each of the teaching standards. This is not generally the case with performance and development processes, though some jurisdictions do assess teacher performance by using a full set of teacher standards.

Unlike the performance and development processes, the teacher registration and accreditation processes are currently common across the systems and sectors within a state or territory and in 2013, with the move to align these standards with the National Professional Standards for Teachers, it is anticipated they will be consistent across the country.

### The purposes of the performance and development approaches of school systems and sectors

Each of the government school systems at the state and territory level and much of the Catholic sector has clear purposes for their approach to performance and development. Broadly speaking, in the government systems these purposes fall into the categories of:

- > driving teacher and school improvement
- > identifying teacher development needs
- > recognising and valuing teachers and their work
- > aligning teachers' work with school, system and other priorities
- > ensuring teacher and school accountability.

In three jurisdictions, as already noted, the performance and development processes are used to determine eligibility for a salary increase within the teacher salary scale; though refusal of such increases in any system is extremely rare.

While the identification of teacher under-performance is listed as a purpose of teacher performance and development policy in some jurisdictions, and is referred to in all, it is not normally the mechanism used for dealing with such under-performance. In most cases a process exists which is separate from the broader performance and development process. While it is important to note this as an important purpose, the actual mechanisms used to deal with under-performance are outside the parameters of this mapping exercise.

In the Catholic sector the purposes of teacher performance and development appear to relate mainly to teacher improvement and development and not to assessment of performance. There are also a number of references to the promotion of teacher collegiality.

# Findings (continued)

## Review of teacher performance: Which teachers are reviewed, how often, who reviews, mandatory or voluntary, internal or external review?

### 1. Government systems

#### Overview

Although the form of the teacher performance review and the process by which the review is carried out varies considerably between States and Territories, there is an expectation that all teachers in all government systems will have their performance reviewed regularly through an internal school level process by the school principal or nominee or relevant line manager. Most systems expect the review to be held annually although three systems (South Australia, Queensland and Western Australia) allow some variation to this timeline.

#### Which teachers are reviewed?

In all states and territories, reference is made in the relevant policies and EBAs to all teachers being involved in performance reviews. For the purpose of participation in these reviews little distinction is made between teachers with different levels of experience, though some systems, such as NSW, do refer to the need for principals to take account of experience when conducting the performance and development process in a school.

#### How often and when are the reviews carried out?

There is a very broad consensus across all government systems that teacher performance should be both regular and annual and even where some variation is allowed, such variations are usually not encouraged where the reviews are more than 12 months apart. The idea behind having flexibility in the timing of performance reviews is normally to promote more discussion and feedback on performance rather than less. The usual timing of performance reviews tends to be towards the end of the school year, and NSW and the ACT have guidelines that nominate term 4 as the appropriate time to conduct the review. In Victoria the guidelines propose that the review takes place in March/April. Other systems leave the actual timing open within the 12 month school year.

As well as the annual performance review some systems promote additional feedback discussion during the school year. Victoria and the ACT both have mid-cycle review meetings – Victoria in September/October and the ACT in Term 2 – to discuss a teacher's progress, while the Northern Territory stipulates a minimum of two performance review meetings a year (an end of cycle review and at least one mid cycle review). Other systems encourage feedback discussions during the year. However ongoing informal feedback is, in general, not required or strongly promoted in policy frameworks and/or EBAs across government systems.

#### Who conducts the performance reviews?

#### To what extent is the review of performance school based or external?

The whole process of teacher performance and development including teacher reviews is school based and the responsibility of the school principal. There is no external involvement. In most systems the guidelines refer to the principal or his/her nominee as the relevant person to carry out the review. In some cases such as WA, the guidelines refer to the line manager as the relevant person. In Queensland the guidelines refer explicitly to the teacher's team leader carrying out the performance review.

#### Are the teacher reviews mandatory or voluntary?

While the general expectation is that the performance reviews are mandatory, NSW and WA are the only government systems that have a feedback loop that allows the system to track the implementation of its teacher performance and development policy. NSW does this by requiring the teacher review reports to be documented on a Teacher Assessment and Review Schedule (TARS) pro forma and forwarded to the School Education Director before the end of the school year. In addition the principals are required to formally certify that they (or their nominees) have conducted the annual reviews of teachers' performance. WA conducts a yearly survey to determine the level of school compliance with departmental requirements including

the requirement to conduct teacher performance reviews.

Other systems provide strong incentives or support to encourage schools to carry out performance and development policy. These incentives and supports include: using the local industrial agreements which fully or partially embed performance and development processes in school practice (NSW, Victoria, Queensland, WA, the ACT and the NT); linking performance and development to salary progression (NSW, Victoria and Tasmania); providing a rich array of guidelines and support materials for schools to use (Queensland, Victoria, NT, South Australia, ACT, NSW, WA); using performance and development consultants to support principals and schools to implement policy (SA) and providing an explicit and discrete training program on performance and development (SA, Queensland) though other jurisdictions also provide training in this area (NSW and WA among others).

## 2. The Catholic sector

Where they exist, the processes used for teacher development and review in the Catholic sector vary widely across Australia, though apart from the processes used in the Archdiocese of Sydney, they tend to focus very much on teacher development and improvement rather than assessment of teacher performance. In some cases, such as Victoria and Queensland, the employers have joined together through the state or territory based Catholic Education Commissions to negotiate a common EBA with provisions covering teacher performance and development applying to schools across the state. In the case of the archdiocese of Sydney, the Archdiocese as the employer has negotiated an EBA, with provisions on teacher performance and development processes which only apply to schools in the archdiocese.

Where the EBAs cover multiple employers they provide a broad framework for performance and development within which individual employers ultimately determine what actually takes place. Within Victoria each individual school is the employer and in the case of Queensland there are 23 separate employers.

Given all of this, and the fact that in four jurisdictions

(WA, SA, Tasmania, and the ACT)<sup>1</sup> the approaches to teacher development and review appear to be left largely or entirely to schools to determine, there are still some things that can be said to apply in the larger jurisdictions of Sydney, Victoria and Queensland as well as the NT and the ACT.

In these jurisdictions, performance and development processes apply to all teachers. They would normally be annual (annual processes are stipulated in Sydney, Victoria and the NT) and are carried out at the school level by the school principal or nominee or a head of department. The processes are entirely internal to the school.

Sydney, Victoria and the NT have a requirement for an annual teacher review. In the Sydney archdiocese, the annual review process is quite explicit, but less so in Victoria and the NT.

Queensland and the ACT provide for teacher appraisal at the school level.

An interesting variation to the normal role of the principal in teacher performance and development occurs in WA, where a process for teacher appraisal is laid down in the relevant EBA covering Catholic schools in WA. The EBA stipulates that the appraisal will be carried out by the school's appraisal committee and/or such other persons as are agreed between the employer and the teacher. The composition of this committee (or any alternative to this committee) is determined by agreement between the employer (presumably the principal) and the teacher.

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<sup>1</sup> The ACT and WA have very brief guidelines in their industrial agreements about performance and development processes and Tasmania is in the process of developing its approaches

# Findings (continued)

## The performance and development planning cycle

### 1. Government systems

All government school systems, with the exception of Tasmania, have an explicit cycle (normally annual) of performance and development activities.

In all cases the cycle involves:

1. developing a performance plan in discussions between a teacher and the Principal/ nominee/ line manager
2. implementing the plan and, in some cases, undertaking teacher development activities
3. reviewing performance and developing a new performance plan.

Tasmania stipulates an annual teacher performance review, but does not require planning meetings or other activities associated with a performance and development planning cycle.

Victoria, the ACT and the NT all stipulate a mid-cycle review of teacher performance as well as an end of cycle review. NSW, Victoria, and the ACT also have clear timelines for each stage of the annual cycle. The NSW cycle commences in term 4 of each year with the setting of performance goals by agreement between the teacher and the school principal or nominee, and concludes in term 4 of the following year with the assessment of the teacher's performance. While NSW doesn't require a mid-cycle review, it proposes that there be conversations between the teacher and principal or nominee during the year to discuss the progress of the teacher towards achieving his/her performance goals. WA also has the expectation that the line manager will schedule formal and informal meetings during the year to monitor teachers' progress in relation to their performance management plans.

The Victorian cycle commences in April/May with planning and an agreed performance plan between the teacher and principal or nominee. The mid-year review is held in September/October to discuss the teacher's progress with the final assessment of performance in March/April the following year. This assessment leads into the planning process for the next cycle.

The ACT cycle commences in term 1 with an agreed professional pathways plan between the teacher and supervisor. This is followed by the mid-cycle progress review and feedback in Term 2 and then the summative

review of achievement and pre-planning for the next cycle in Term 4.

The NT outlines the requirements of schools over the 12 months of the cycle, but leaves it to schools to determine when they carry out the various components. As elsewhere the cycle commences with the development of a performance plan followed by mid-cycle and end of cycle reviews.

Queensland and SA each have an explicit planning and review cycle (normally, but not explicitly, annual) which includes the development of a performance plan and the conduction of a performance review, but they do not stipulate a mid-cycle review or particular timing for either the development of the performance plan or the review. WA sets out more general requirements for annual teacher performance planning and reviews but leaves scheduling to the schools.

One aspect of the performance and development planning cycle that needs attention is the place and role of teacher self-reflection, self-review or self-assessment. In the case of NSW, Queensland and WA there is a reference to a self-review or self-reflection as part of the teacher review process. In all other systems some form of self-review is implicit in the performance and development review process. In some cases there is a need to have agreement between the teacher and principal or nominee/ line manager on the outcomes of the review and in all cases there is seen to be great value in getting this agreement.

### 2. Catholic sector

The only area of the Catholic sector which has been identified as having an explicit performance and development planning cycle that applies to all of its schools is the archdiocese of Sydney. Under the Personnel Performance Planning and Review (PPPR) cycle operating in its schools an action plan covering the teacher's personal and professional goals is developed in term 1. A mid-year formal interview is conducted to monitor the progress made towards the achievement of the teacher's goals. In term 4, at the review stage, a formal interview is held to review and record the areas of achievement, effectiveness and development in relation to the goals of the action plan.

In other respects the approach to planning and development in the archdiocese of Sydney remains very flexible with schools making decisions about how the process is to be implemented.

All other areas of the Catholic sector have very

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open processes around their performance and development policies where such policies exist. Apart from the archdiocese of Sydney, only the NT stipulates the need for a performance plan though the Queensland EBA refers to goal setting and other elements of a performance and development planning cycle.

Teacher self-reviews play a role in areas of the Catholic sector. They are explicitly referred to in both NSW and Queensland as being integral to the review stage of their performance and development processes. Elsewhere in the Catholic sector where performance and development processes are being adopted there are some examples of teacher self-review being an element of the review process. For example in the NT the process of review consists of the teachers reviewing their teaching program with their head of department.

# Findings (continued)

## What is reviewed? How are teaching standards or other similar criteria used in the review process?

### 1. Government systems

All government systems use teaching standards or equivalent (WA uses teacher competency standards which are teacher standards by another name and the ACT uses professional descriptors), as a point of reference in their performance and development processes though, apart from Victoria and NSW, state and territory systems do not appear to use them as the main criteria for reviewing teacher performance (see table below). Many systems have also indicated that they will be moving to use the national Standards or align their standards to the national Standards (NSW, SA, TAS, the ACT, and the NT).

The Victorian guidelines on performance and development refer to the requirement that teachers provide evidence that they meet the Department’s standards appropriate for their level. The three levels of teachers with their own standards are Graduate, Accomplished and Expert. Only the Graduate standards are common to both the teacher registration and performance and development processes.

NSW has also recently moved to using the NSW teaching standards as the criteria for assessing teacher performance in their annual school review process.

An approach across a number of the government systems is to use the performance plan that teachers draw up in agreement with their principal or nominee or team leader/line manager, as the major focus for teacher review. All systems except Tasmania explicitly refer to the requirement for teachers to have such a plan. These plans contain performance goals or objectives that can form the agenda for the review discussion. Any review of performance is usually based on the extent to which teachers have achieved their performance goals. Though in terms of what the guidelines at a system level actually indicate, it is probably more accurate to say that the teacher’s performance goals tend to be used more as the basis for discussion and feedback than actual assessment of performance in these reviews.

While final decisions on what these performance goals or objectives should be are left to schools, most systems provide guidelines to schools and teachers. Goals that are referred to in system guidelines about teacher performance plans include the teacher’s individual performance goals, goals that are connected to the objectives of the team or area of the school that the teacher works in, and goals that are related to the objectives of the school.

### The standards or equivalent used in the teacher performance and development processes

NSW	VIC	QLD	SA
NSWIT Professional Teaching Standards – used as the main criteria for the assessment of teacher performance	VIC DEECD Standards – separate from VIT Standards (except for Graduate teachers where the DEECD uses the VIT Standards)- used as the main criteria for the assessment of teacher performance	QLD EQ Professional Standards of Teachers – separate from QCT standards- used as a reference point for teacher performance review	The National Professional Standards for Teachers is an option for schools to use as criteria for feedback on teachers
WA	TAS	ACT	NT
WA Teacher Competency Standards. used as a reference point for teacher performance review	National Professional Standards for Teachers or Tas. Professional Teaching Standards used as a reference point for teacher performance review	ACT professional descriptors used as a reference point for teacher performance review	NT Teacher Registration Board Standards used as a reference point for teacher performance review



The ACT includes these and also nominates system objectives as ones that need to be considered when teachers are developing their performance plans.

In Queensland the guidelines stipulate that the teacher's performance plan include work tasks which are proposed to relate to the school's annual operational plan and the teacher's job description.

SA provides a range of options for schools and teachers to consider when performance plans are being drawn up. Principals and teachers have the responsibility to develop agreed performance expectations for the teacher as a basis for professional discussion and feedback during the year and at the end of cycle review stage. These performance expectations are able to be drawn from the National Professional Standards for Teachers, or job or position specifications or organisational priorities.

WA stipulates that teachers' Performance Management Plans (PMPs) contain goals (along with performance indicators, timeframes and agreed support) that link to their school's priorities. In this case the review could cover the teacher's job requirements as well as the teacher's performance goals.

While Tasmania does not require teachers to have a formal plan, the teacher's goals and expectations for the following year arise from the discussion of the review feedback from the previous year.

Guidelines in the NT stipulate that the teacher's plan should include measurable objectives that relate to student progress, the teacher's specialism and/or the teacher's team role.

In all these cases the teacher's performance plan outlines the key aspects of performance that will be the subject of discussion and feedback at the review stage. Tasmania is one state where a wide range of issues is listed that can come under discussion in these performance reviews. These include matters relating to the Tasmanian or National Professional Standards for Teachers, teachers' duty statements and particular issues such as work output and quality, organisation and communication skills, attendance, and contribution across the school.

## 2. Catholic sector

The only state in the Catholic sector where teaching standards are being explicitly referenced in the teacher review process is Victoria where the most recent EBA indicates that the required annual review meeting will be formative and focus on affirming

teacher achievement and proposing avenues of teacher development connected to skills /standards. The standards referred to here are based on the Victorian Institute of Teaching (VIT) Standards and adapted for the purpose of identifying teacher development needs. One interesting aspect of the Victorian process is the recognition of the need for more substantial performance reviews as teachers move from graduate to accomplished and then from accomplished to expert levels in their career.

As previously indicated, the archdiocese of Sydney and the Catholic sector in the NT appear to be the only Catholic sectors/employers to specify an annual planning and development cycle for their teachers. In the case of Sydney the employer requires that teachers' performance plans (called Action Plans), developed during the planning element of the cycle, are based on the teacher's specific accountabilities and responsibilities as contained in their job descriptions. While the NSW teaching standards provide a context for the review stage, the review actually focuses on the achievement, effectiveness and development of the teacher in relation to the goals in the action plan.

None of the other EBAs covering Catholic schools that have been provided make any reference to using teaching standards in performance and planning processes where these processes exist.

In the NT, which is the other jurisdiction with something of a planning and development cycle, performance plans are required to have goals which are then the subject of an annual meeting between the teacher and the head of department or year level head. The purpose of this meeting is to review the teaching program, including curriculum, assessment and reporting. The meeting does not involve any assessment of teacher performance. However some schools do have performance reviews involving some assessment of teacher performance and this process is being extended to other schools.

Queensland, WA, the ACT and Tasmania leave the issue of what is to be covered or reviewed in teacher reviews to the schools and their principals, though as previously noted, EBAs might specify aspects of the review process or in other cases rule out certain aspects. For example the EBA covering ACT Catholic schools rules out any employee performance review or evaluation.

# Findings (continued)

## What evidence is used in teacher reviews?

### 1. Government systems

In most government systems the evidence to be used in teacher reviews is left entirely up to schools and the principals who are responsible for these reviews as well as teachers in those schools. However in the case of NSW and the NT some significant elements of the evidence are specified. In both jurisdictions a minimum number of classroom observations of teacher practice is required; two observations a year in NSW and three short classroom observations a year in the NT. In addition the NSW guidelines require a review of a teacher's documentation – lesson planning, lesson material and examples of student work.

In the NT other evidence, apart from the three observations of teacher practice a year, is not specified, though the fact that the performance objectives to be assessed are defined as measurable objectives relating to school performance suggests the type of evidence that could be used.

Other systems have processes where teachers are invited to provide evidence that they have achieved their performance objectives or, in the case of Victoria and NSW, can show that they meet the standards required. In WA teachers are required to carry out a self-assessment and provide evidence of their performance in relation to job requirements and workplace priorities. The evidence required is determined at the school level.

Tasmania and the ACT are two systems that do provide examples of the evidence that teachers can use to demonstrate that they are achieving their performance objectives or effectively carrying out their roles and responsibilities.

In the case of Tasmania these examples include classroom observation, reading teacher reports, teacher progress in the curriculum, feedback from students and parents, and documented lesson plans. The ACT suggests that evidence of teacher performance can be drawn from the teacher's own reflections, teaching plans and records, recent and current performance plans, observations and records of student learning achievements. However these are examples only and, apart from NSW and the NT, no government system specifies any particular requirements for evidence of teacher performance to be considered and discussed as part of the teacher review process.

### 2. Catholic sector

There do not appear to be Catholic sector guidelines on the use of evidence of teacher performance for the purpose of teacher reviews. If any evidence is used or discussed it would be entirely a school decision. There is no suggestion that any particular form of evidence is required for teacher review processes. The two areas of the Catholic sector where some form of assessment of teacher performance takes place, Sydney and the NT, the jurisdictions leave schools to determine what evidence of teacher performance would be considered.

## What is the outcome of these teacher reviews?

### 1. Government systems

In the area of teacher performance there are four broad outcomes from the performance review process across government systems in the eight jurisdictions:

- > in Victoria, NSW and Tasmania one outcome is to confirm or otherwise that the teacher who is reviewed is assessed as performing at a sufficient level to receive the next salary increment unless they are at the top of the scale
- > in all jurisdictions the feedback from the performance review is designed to assist teachers to identify their strengths and weaknesses and work to improve their performance
- > in all jurisdictions the process leads to the identification of areas of performance which form the focus for performance planning in the following performance and development planning cycle or, in the case of Tasmania, the agenda for the performance review the following year
- > in all jurisdictions the process is also designed to allow under performance to be identified and action, usually separate from the performance and development process itself, to be taken.

The outcomes in NSW are quite formal. A review report is completed at the end of the process and forwarded to the Education Department. In all other jurisdictions any documentation relating to the performance and development process is retained at the school level.

### 2. Catholic sector

In Victoria and Queensland in the Catholic sector the teacher review outcomes are described in terms of affirming achievement and suggesting avenues for professional development (in Victoria) and identifying strengths, opportunities and professional development needs for teachers whilst also providing an occasion for goal setting (in Queensland).

In the archdiocese of Sydney the review outcome is an identification of the areas of teacher performance needing further development. The areas identified would then be subject to discussion in the development of a performance plan in the following year.

In other states and territories the outcomes, where teacher reviews are conducted, appear to be left to schools and their principals.

# Findings (continued)

## How is teacher development tied to teacher performance?

### 1. Government systems

Guidelines in all government systems suggest that teacher development is incorporated into the performance and development processes. Those systems with a performance and development planning cycle (all states and territories except Tasmania) incorporate teacher development plans into teachers' performance plans at the commencement of the planning cycle. A number of systems also provide sample pro forma plans for schools to use. In effect all systems, including Tasmania, identify these teacher learning needs largely or wholly through the discussion and feedback received as part of the teacher review process at the end of the planning cycle.

The plans around teacher development are either incorporated directly into the teachers' performance plan (Victoria, Queensland, SA, WA, the ACT and the NT) or form part of a separate plan aligned to the performance plan (as in the case in NSW where there is a separate school level professional learning plan in which teachers are expected to participate).

In the ACT there is the additional requirement, linked to the performance and development planning process, that teachers undertake at least 5 days professional learning during the year. This professional learning is to be subject to discussion during the annual teacher review process.

In the NT, as well as incorporating teacher development into the annual performance and development planning cycle for all teachers, teacher development has been given a significant role in the more substantial teacher performance review process developed for those teachers moving from the CT5 to the CT6 levels. In this teacher performance review the criteria for advancing to the next level include meeting the requirements for teacher learning as well as satisfying the requirements for the teacher's contribution to the community and meeting the requirements of the relevant teacher standards.

### 2. Catholic sector

The role of teacher development in teacher performance and development varies greatly in different state and territories in the Catholic sector.

It appears that in Victoria and the NT discussion of teacher development is a component of the annual review meeting. In the ACT the whole performance and development process is designed to assist in identifying teacher learning needs. In Queensland the teacher appraisal process involves, in part, the identification of development needs for teachers.

In Sydney, the performance and development planning cycle is somewhat linked to teacher development but only to the extent that the teacher development can be resourced.

In the other states and territories there does not appear to be evidence in the EBAs that teacher development is linked to reviews of teacher performance.

Performance and development consultation:  
Contact was made with each of the following nominees of the government systems and the Catholic and Independent sectors

Nominees	Representing – Organisation
Acting Director, Human Resources	ACT Department of Education and Training
Director, Human Resources Policy and Planning	NSW Department of Education and Communities
Executive Director Corporate Services	NT Department of Education and Training
Manager, Workforce Capability and Performance	QLD Department of Education and Training
Director Workforce Development (AITSL Board Member)	SA Department of Education and Child Development
Executive Director, Human Resources and Workforce Development	SA Department of Education and Child Development
General Manager, School Improvement	VIC Department of Education and Early Childhood Development
Executive Director, Workforce	WA Department of Education
Deputy Secretary, Early Years and Schools	TAS Department of Education
Programs Manager, School Leadership	TAS Department of Education
Assistant Director Education Programs	Catholic Education Commission NSW
Deputy Director, Teaching and Learning	Catholic Education Office NT
Director, Catholic Identity and Education Services	Catholic Education Office Melbourne VIC
Assistant Director	SA Commission for Catholic Schools
Assistant Director, People & Organisational Services	Catholic Education Office of WA
Manager, Human Services	TAS Catholic Education Commission
Assistant Director Education	QLD Catholic Education Commission

Performance and development consultation:  
 Contact was made with each of the following nominees of the government systems and the Catholic and Independent sectors

Nominees	Representing – Organisation
Assistant Director	SA Commission for Catholic Schools
Assistant Director, People & Organisational Services	Catholic Education Office of WA
Manager, Human Services	TAS Catholic Education Commission
Deputy Director and Head of Human Resource Services	Catholic Education Office - Archdiocese of Canberra & Goulburn ACT
Dean of Academic Development	Brisbane Girls Grammar Independent Schools QLD
Deputy Principal	St Aidans School Independent Schools QLD
Deputy Principal	Cannon Hill Anglican College Independent Schools QLD
Director: Teacher Accreditation	Association of Independent Schools of NSW
Headmaster	St Paul's School Brisbane QLD

Performance and development approach — ACT government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>Having for a significant amount of time had a Professional Pathways policy and program, in 2011 the Directorate introduced the annual professional discussion between each classroom teacher and principal and/or supervisor in the school. The two processes are now brought together with a formal annual discussion focused more directly on feedback related to a teacher's performance, professional responsibilities and career development.</p> <p>Professional Pathways is a performance management and development framework for classroom teachers, executive teachers and deputy principals, which supports continuous improvement of performance through effective goal setting and evidence-based feedback. Professional discussions at defined stages provide the teacher with meaningful feedback that supports ongoing learning and development based on the evidence of the teacher's performance and the extent to which the goals in their plan have been met.</p>	<p>The guiding principles for Professional Pathways are to:</p> <ul style="list-style-type: none"> <li>• support the continuous improvement of professional performance</li> <li>• focus on outcomes resulting from performance</li> <li>• be based on explicit measures of performance</li> <li>• focus on system and school priorities</li> <li>• increase teacher effectiveness through critical reflection and feedback</li> <li>• be linked to professional development and support</li> <li>• provide collegiate support for career and goal setting</li> <li>• be formative in nature as well as summative.</li> </ul> <p>The guiding principles for the annual professional discussion are to:</p> <ul style="list-style-type: none"> <li>• promote a dynamic public education system, which develops skilled and resilient teaching staff</li> <li>• support classroom teachers to continually improve their performance</li> </ul>	<p><b>Connection to/use of professional standards</b></p> <p>Professional Pathways is informed by the ACT's Professional Descriptors. These descriptors apply to teachers at all levels and specify the Professional Knowledge, Professional Practice, Professional Relationships and Professional Attributes for classroom teachers with dot point indicators for each. The Professional Descriptors have some overlap with, but are also different to the National Professional Standards for Teachers. That said, the newly-formed Teacher Quality Institute in the ACT is working with stakeholders in the ACT and other jurisdictions to implement the national Standards in place of the Professional Descriptors that have applied.</p> <p>Expectations of classroom teacher performance and professional responsibilities in the three career stages of New Educator, Experienced Teacher 1 and Experienced Teacher 2 inform the annual professional discussion. These expectations have been updated (in draft) for the new enterprise agreement to reference the domains of teaching – professional knowledge, professional practice and professional engagement – from the National Professional Standards for Teachers. The updated expectations and professional responsibilities of classroom teachers are yet to be formally signed off by bargaining representatives for the enterprise agreement for an employee vote.</p> <p>A new classification of Executive Teacher (Professional Practice) is to be introduced under the new enterprise agreement at first promotion level of Executive Teacher with a role focused on exemplary classroom teaching and building capacity in teaching practice at the school.</p>	<p>Aside from the guidelines listed in the next column (Relevant documents), the Department has produced some pro formas for principals and teachers to use, including a Professional Pathways Planning and Reflection Tool and Professional Descriptors to clarify the work expectations of teachers at all levels to assist supervisors in providing feedback on performance and recommendations for professional learning.</p> <p>The Department also provides training/ orientation sessions for principals on its performance development approach.</p>	<ul style="list-style-type: none"> <li>• The pending ACT Department of Education and Training Teaching Staff Enterprise Agreement, 2011-2014, which will be voted on by teaching staff in term one and submitted to Fair Work Australia for approval</li> <li>• Professional Pathways: Guidelines for ACT public school teachers (updated 2010)</li> <li>• Annual professional discussion: Guidelines current from 2011</li> <li>• Pathways to Improvement: Guidelines for ACT public school teachers (updated 2010)</li> </ul>

## Australian Capital Territory government system

### Performance and development approach — ACT government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>The annual professional discussion between individual teachers and the principal and/or supervisor bring together such practices as Professional Pathways, career planning by teachers, teacher transfer, and classroom teacher incremental progression.</p>	<ul style="list-style-type: none"> <li>• be linked to the provision of professional development and support</li> <li>• promote the professional empowerment of all teaching staff in career planning and development</li> <li>• value individuals and their capacity to positively contribute to schools and the ACT public education system</li> <li>• promote workforce planning at the school level by principals in discussion with staff to sustain and renew schools' educational programs.</li> </ul>	<p><b>Procedures, including accreditation</b></p> <p>The annual Professional Pathways process provides a four-stage framework for continuous reflection and feedback comprising: development of a Professional Pathways Plan in term 1 to be agreed between the teacher and supervisor; mid-cycle progress review and feedback in term 2; summative review of achievement/pre-planning for the next cycle in term 4; and development of the next cycle Professional Pathways Plan to be agreed in term 1 informed by the outcomes of the previous cycle. It is expected that the teacher's plan will identify and record realistic agreed goals and strategies and focus on the teacher's professional work performance, professional improvement goals, professional learning, pathways for development, personal growth and career development, whole of school role and responsibilities, implementation of the ACT Quality Teaching model, IT and other relevant training needs. The goals will include relevant system and school priorities as well as individual development goals.</p> <p>Principals (or the teacher's supervisor where nominated by the principal) should schedule an annual professional discussion with each classroom teacher during semester 1. The discussion is a forum to discuss professional matters concerning the teacher's performance and professional responsibilities, career plans, transfer options and incremental progression. Principals and supervisors are to use the discussion as an opportunity to provide teachers with evidence-based and supportive feedback on their professional growth, achievements and contributions. Where applicable, the principal and teacher will plan for their transfer to a new school/setting as part of career development; discuss the classroom teacher's incremental progression on the basis of meeting the expectations at the relevant stage; and plan for any performance issues identified to be addressed with appropriate support.</p>		<ul style="list-style-type: none"> <li>• Professional Learning Policy Statement (2009) and Professional Learning Guidelines (undated)</li> </ul>



## Australian Capital Territory government system

### Performance and development approach — ACT government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>Professional development/training requirements</b></p> <p>The expectations of professional responsibilities that apply to the annual professional discussion process specify professional development/ training requirements. All teachers are expected to undertake at least 5 days of professional learning in accordance with the enterprise agreement. New Educators receive 15 days induction and orientation support over three years. Under the new enterprise agreement, teachers in their first year of teaching experience following graduation will have reduced face-to-face teaching hours to facilitate coaching and mentoring support from experienced colleagues. Experienced Teachers 1 provide support for New Educators, and Experienced Teachers 2 actively mentor them. This all occurs within the context of the professional learning approach outlined in the Department's PL policy and guidelines. Executive Teachers (Professional Practice) will take on a leadership role in providing coaching and mentoring support at the school.</p> <p><b>How assessments are carried out</b></p> <p>Evidence can be drawn from such sources as the teacher's own reflections, teaching plans and records, recent and current Professional Pathways Plans, observations and records of students' learning achievements. Any concerns about performance and/or fulfilment of professional responsibilities should be explored with the teacher with a view to jointly planning actions and support needed to address them — eg, through the teacher's Professional Pathways Plan or a Pathways to Improvement Plan, which is a program to assist identified teachers to improve their professional practice and work performance in a positive, constructive and non-threatening way. The annual professional discussion also provides a forum for the teacher to discuss their career plans with their principal and/or supervisor, including opportunities within the school to take on professional roles and responsibilities that will assist in this regard.</p>		

## Australian Capital Territory government system

### Performance and development approach — ACT government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>Connection to industrial agreements</b></p> <p>As indicated, the annual professional discussion and Professional Pathways processes have been incorporated in the current and new enterprise agreements for public school teachers in the ACT. The effect is to enshrine an annual discussion for teachers with their supervisor/ principal which extends beyond just their Pathways Plan to encompass feedback on performance and a consideration of each teacher's career and how it best can be enhanced.</p>		

### Analysis

Strengths	Areas for development and issues
<ul style="list-style-type: none"> <li>Enhanced processes for performance and development, encompassing the annual professional discussion and Professional Pathways, were introduced in the current enterprise agreement and will be built on in the new agreement. As such, endorsement by AEU members of the current agreement and in-principle agreement for the new enterprise agreement (to go to an employee vote in February 2012) constitutes a vote of confidence in the processes by the profession in the ACT</li> <li>There is a strong link established through the process between professional learning and career planning for teachers and early intervention for any performance concerns so these can be addressed</li> <li>The guideline documents for the processes outlined include clear advice to principals and supervisors aimed at establishing the climate needed for effective professional discussions about performance, including confidentiality requirements</li> <li>A survey conducted by the Department revealed that the overall approach is being very well received in schools because of the support it provides for teachers in developing a clear sense of where they are going in the school and/or system. It especially was appreciated for the feedback that teachers receive through the annual discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The link to salary progression and transfer decisions by the principal could detract from the potential for an open and honest exchange. However, it is expected that the vast majority of teachers will progress annually through the incremental scale, with small numbers achieving accelerated advancement of having an increment deferred</li> <li>There are no expectations about acceptable types of evidence. Schools decide on the evidence they will use, guided by Departmental documentation — whether student outcomes, peer observation, student feedback, etc. — and the sort of evidence used could vary between schools</li> <li>The process does not require ongoing informal feedback. However, the training for principals emphasises the importance on ongoing informal discussion and feedback as the foundation for the formal processes</li> <li>There is no structured place in the process for direct observation of classroom teaching and learning.</li> </ul>

# Australian Capital Territory Catholic sector

## Performance and development approach — ACT Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>The Teachers and Principals (Archdiocese of Canberra and Goulbourn Diocesan Schools) Collective Agreement, 2009-2011<sup>1</sup> includes a commitment by the parties to 'continue development and review of a developmental appraisal program to assist in identifying the professional development and formative needs of employees'. This includes a commitment to 'developing and refining best practice models which suit the needs of individual employees, schools and the Archdiocese'. It should be noted that under the agreement, 'projects undertaken under collaborative approaches to developmental staff appraisal through professional learning and reflection should not take the form of employee performance review or evaluation'.</p> <p>The next Collective Agreement is currently being finalised and will not substantially alter the policy approach, with the exception of the implications of introducing a new Exemplar Teacher classification in the ACT, as outlined in Column 3.</p>	<p>The principles outlined for developing and reviewing a developmental appraisal program, in summary form, are that all projects undertaken within the program should:</p> <ul style="list-style-type: none"> <li>• be undertaken in a spirit of collegial sharing</li> <li>• be essentially developmental and informative</li> <li>• allow for critical reflection on all areas of staff experience, be owned by staff, address issues that are local, current and significant, and provide individuals with affirmation as well as direction regarding future action and development</li> <li>• include appropriate decision making processes through participation</li> <li>• recognise the interconnected and complex nature of the work</li> <li>• allow individuals to develop links with other schools and PD approaches</li> <li>• promote professional discourse, collaborative inquiry, shared problem solving and team work</li> </ul>	<p><b>Connection to/use of professional standards</b></p> <p>The National Professional Standards for Teachers are not used for appraisal under the current collective agreement in the ACT.</p> <p>The next agreement will include the introduction of a new classification at the top of the teacher's salary scale known as Exemplar Teacher. The process for achieving Exemplar Teacher status will involve a focused discussion between the teacher and their principal (or delegate) which relates to elements of the Standards, but not the Standards per se, nor the classifications involved (ie, Accomplished and Lead).</p> <p>The next agreement will also include a clause which commits the parties to discussing the implementation of the National Professional Standards for Teachers and quality teaching models in relation to performance and development over the life of the next agreement.</p> <p><b>Procedures, including accreditation</b></p> <p>As an extension of the principles for developing the process (See Column 2) it is specified that the information and process used should not be put to any purpose other than professional development and school planning. Salary progression in this context occurs in accordance with years of teaching as outlined in the Collective Agreement.</p> <p>The exception to this is the newly-introduced Exemplar Teacher classification at the top of the teacher salary scale. As already indicated, all teachers at the top of the scale will have a focused discussion with their principal (or delegate) about performance to qualify for this step. The principal makes the decision on the basis of the evidence the teacher presents and the Catholic Education Office vets the outcomes.</p>	<p>The Catholic Education Office provides substantial professional development for principals and assistant principals on how to give feedback, and challenge and go deeper into understanding performance. These activities are capability-based and practice-oriented to ensure that they are followed through at the school level.</p>	<ul style="list-style-type: none"> <li>• Teachers and Principals (Archdiocese of Canberra and Goulbourn Diocesan Schools) Collective Agreement, 2009-2011</li> </ul>

<sup>1</sup> The ACT and WA have very brief guidelines in their industrial agreements about performance and development processes and Tasmania is in the process of developing its approaches

# Australian Capital Territory Catholic sector

## Performance and development approach — ACT Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
	<ul style="list-style-type: none"> <li>• be developed in such a way as to ensure they can be undertaken with adequate time and resources</li> <li>• have as their goal improvements in student learning outcomes through the enhancement of classroom practice</li> <li>• be clear in their purpose, processes and potential outcomes</li> <li>• take account of school plans and are resourced so they can be effectively and successfully completed within the workload and role expectations agreed between the Principal and staff.</li> </ul>	<p><b>Professional development/training requirements</b></p> <p>The Collective Agreement provides that collaborative approaches to developmental staff appraisal, through professional learning and reflection is part of ongoing professional development for teachers.</p> <p>Under the agreement, all teachers are required to participate in at least five days of approved planning and staff development. Schools can determine three of these days through negotiation with staff and the Catholic Education Office may choose to determine one day to cover sector priorities. The remaining day can be negotiated by teachers as part of their annual individual professional development program.</p> <p>Each teacher is required to have an individual professional development plan. Responsibility for the oversight of the plan, including confirmation of staff development hours attended, resides at the school level.</p> <p><b>How assessments are carried out</b></p> <p>For most teachers a discussion occurs each year with their principal (or delegate) to identify goals for the coming year, professional learning aspirations and how the school will cater for these.</p> <p>For the new Exemplar Teacher position, the parties have agreed on a set of parameters that will form the basis of the content of the discussion between the principal (or delegate) and each teacher at the top of the scale. These parameters will be used to agree a set of criteria designed to ensure a more rigorous assessment of performance occurs.</p> <p><b>Connection to industrial agreements</b></p> <p>The processes outlined above derive from the Teachers and Principals (Archdiocese of Canberra and Goulbourn Diocesan Schools) Collective Agreement and are becoming more detailed and rigorous with each iteration.</p>		

## Australian Capital Territory Catholic sector

### Analysis

#### Strengths

- The approach has the authority that flows from being part of the Collective Agreement and hence a degree of teacher ownership and support
- There is a strong formative focus in place for appraisal discussions
- The introduction of the Exemplar Teacher classification will support more rigorous consideration of performance in teacher feedback discussions and the development of agreed criteria to support this
- The support for building leaders' skills in giving and receiving performance-related feedback through practice-based professional development.

#### Areas for development and issues

- The approach for teachers other than the new Exemplar Teacher classification may be limited to a discussion about development without a structured consideration of performance according to the approach taken by each school
- With the exception of Exemplar Teachers there is no systematic assessment of performance which would be assisted by the development of guidelines on acceptable types of evidence to demonstrate that performance-related goals have been met. This is all determined at the school level and hence varies from school to school
- There is no structured place in either process for direct observation of classroom teaching and learning for all teachers other than early career teachers.

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>Teacher performance review has been governed by the operation of the prevailing Award. The current Award - Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2009 – sets out the requirement that a teacher’s performance is to be appraised annually - the Teacher Assessment and Review Schedule (TARS) process - and judgements as to performance levels are to be based on evidence derived from ‘conferences between the teacher and the principal, or nominee’, observation of education programs and review of documentation (e.g. lesson planning and student work samples).</p> <p>The TARS process has been in place for over a decade and always incorporated provision for a teacher review and classroom observation but was revised by the 2009 Award which incorporated the NSW teaching standards into the review process.</p>	<p>The Department of Education and Training performance management and policy states that these processes:</p> <ul style="list-style-type: none"> <li>• provide a framework to value staff, provide a working environment that acknowledges their contribution and build capacity to ensure organisational effectiveness</li> <li>• are critical for achieving corporate objectives in that they link those objectives with employee goals and achievements</li> <li>• focus on improving performance through matching outcomes against individual, team and organisational objectives</li> <li>• are an essential element in the creation of an organisational culture which promotes high quality performance and the individual acceptance of responsibility and accountability commensurate with the individual’s position and role</li> </ul>	<p><b>Connection to/use of professional standards</b></p> <p>DEC standards aligned to the NSW Institute of Teachers Professional Teaching Standards are to be used by principals to determine the level of satisfactory performance of a teacher. These seven standards are:</p> <ul style="list-style-type: none"> <li>• Teachers know their subject/content and how to teach that content to their students</li> <li>• Teachers know their students and how students learn</li> <li>• Teachers plan, assess and report for effective learning</li> <li>• Teachers communicate effectively with their students</li> <li>• Teachers create and maintain safe and challenging learning environments through the use of classroom management skills</li> <li>• Teachers continually improve their professional knowledge and practice</li> <li>• Teachers are actively engaged members of their profession and the wider community.</li> </ul> <p>As well as a reference point for the 2009 Award and the Performance and Development policy these Institute standards cover four categories of teachers:</p> <ul style="list-style-type: none"> <li>• Graduate Teacher</li> <li>• Professional Competence</li> <li>• Professional Accomplishment</li> <li>• Professional Leadership</li> </ul> <p>When making judgements about teachers’ performance principals may draw on the rubric descriptors of the Professional Teaching Standards.</p> <p>New Scheme teachers (persons who have not taught in NSW prior to 1 October 2004) and teachers returning to work after an absence of 5 years or more are required to achieve accreditation at Professional Competence with the NSW Institute of Teachers (NSWIT).</p>	<p>Several toolkits and professional learning courses and resources have been developed to support principals and teachers with the P&amp;D process. These include:</p> <ul style="list-style-type: none"> <li>• a Career Development Toolkit</li> <li>• advice on providing feedback to improve performance</li> <li>• Team Leadership for School Improvement</li> <li>• Induction programs – Deputy Principal (Executive Principal)</li> <li>• First Time Teacher Toolkit.</li> </ul> <p>Training workshops have been provided on a state-wide basis for all principals in the implementation of the TARS process.</p>	<ul style="list-style-type: none"> <li>• Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2009</li> <li>• Instructions for the Completion of the Teacher Assessment and Review Schedule (2011)</li> <li>• NSW Institute of Teachers Professional Teaching Standards<sup>1</sup></li> </ul>

<sup>1</sup> Available at: <http://www.nswteachers.nsw.edu.au/IgnitionSuite/uploads/docs/18pp%20PTSF%20book%20v6.pdf>

# New South Wales government system

## Performance and development approach — NSW government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
	<ul style="list-style-type: none"> <li>• are a continuous means for reflecting on, negotiating, developing, reviewing and making decisions about an individual's performance in achieving organisational goals</li> <li>• complement other management practices of providing ongoing feedback, review and development of staff.</li> </ul>	<p>Teachers are registered for 5 years and to stay employed must have successful reviews to maintain registration.</p> <p>There are plans to move to using the National Professional Standards for Teachers in 2013 subject to adequate support materials and guidelines being provided to make this change.</p> <p><b>Procedures, including accreditation</b></p> <p>P&amp;D is a continuous cycle for all employees commencing and concluding in Term 4 each year. It involves:</p> <ul style="list-style-type: none"> <li>• setting performance goals in Term 4</li> <li>• implementing plans throughout the year</li> <li>• conversations between the teacher and principal about progress towards goals held by arrangement during the course of the year</li> <li>• assessment of the teacher's performance against the professional standards in November each year</li> <li>• individual performance plans are prepared and agreed with the principal or nominee for the next cycle as informed by the outcome of the last cycle</li> <li>• review assessments completed and sent to head office and to the teacher by the end of the first week in November.</li> </ul> <p>The principal has responsibility for annually reviewing and providing feedback on the P&amp;D of each member of staff, though this responsibility can be assigned to a nominee (usually a line manager).</p> <p>In making judgements about a teacher's performance the principal (or nominee) is required to consider the level of experience of the teacher and the particular circumstances of the school.</p> <p>Teachers demonstrating continual efficiency in teaching practice, satisfactory performance and professional growth are entitled to progress along or be maintained on the common incremental scale or the salary level for a promotions position.</p>	<p>Training is provided annually to new principals and as refresher courses for experienced principals.</p>	

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p>Review reports are documented on a Teacher Assessment and Review Schedule (TARS) pro forma and forwarded to the School Education Director in the first week of November. A copy is also retained at the school.</p> <p>A teacher can be identified as experiencing difficulty with their performance or as not meeting the required level of performance at any time during the TARS process. Unsuccessful teachers are placed on an improvement program.</p> <p>The principal certifies that they (or their nominee) have conducted the annual review of teachers' performance in accordance with requirements and this certification accompanies the TARS.</p> <p>A separate verification statement is signed by the principal (or nominee) and the teacher attesting that correct review procedures have been followed and that the teacher has met performance requirements. This document is to be retained at the school for 12 months.</p> <p>Teachers may lodge a grievance against any aspect of the P&amp;D process.</p> <p><b>Professional development/training requirements</b></p> <p>PD goals for the next P&amp;D cycle are identified as part of the P&amp;D process to support the teacher's ongoing learning and development.</p> <p>Schools are required to have a School Plan and an annual Professional Learning Plan (PLP) and report on expenditure in relation to the PLP. Teachers are expected to participate in a development plan (i.e. goals and professional learning) that is aligned to the school's improvement priorities, teaching standards and improve performance in areas identified in the review as needing improvement.</p>		



## New South Wales government system

### Performance and development approach — NSW government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p>Under the NSW Institute of Teachers' requirements teachers must complete 100 hours of professional learning every 5 years (as part of their re-accreditation requirements). 50% to be Institute endorsed and delivered by accredited providers and 50% to be teacher determined and all professional learning is to be aligned to standards.</p> <p>Online registration for professional development courses enables the system to monitor engagement in accredited courses.</p> <p><b>How assessments are carried out</b></p> <p>Informal meetings between the teacher and principal / supervisor over the course of the year can be used to discuss the teacher's progress towards achieving the outcomes specified in the performance plan.</p> <p>At the end of the year a formal review meeting occurs between the principal or the principal's nominee and the teacher to discuss performance.</p> <p>The principal completes and forwards to the Department a TARS pro forma that lists 'teachers demonstrating continuing efficiency in teaching practice'; 'teachers on probation demonstrating efficiency' and those still on an improvement program or not meeting the required level of performance.</p> <p>Teachers are advised of the outcome of the assessment of their performance plan through a scheduled discussion with the principal or nominee where specific areas for improvement and appropriate outcomes for the next performance cycle and PD action are identified.</p> <p>Where a teacher is rated as not meeting the required standards, they are supported by an improvement program.</p>		

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>Connection to industrial agreements</b></p> <p>The specific processes for teacher P&amp;D arise from Clause 7 in the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2009 (due for renegotiation in 2012). This clause states the following:</p> <ul style="list-style-type: none"> <li>• To provide feedback on an officer or temporary employee's performance each officer or temporary employee's principal, supervisor or nominee shall ensure that the teacher's performance is appraised by annual review</li> <li>• The officer or temporary employee's principal, supervisor or nominee shall be responsible for annually reviewing the performance and development of the officer or temporary employee undertaking their work</li> <li>• For teachers in schools (including temporary teachers) this annual review shall be supported by:               <ul style="list-style-type: none"> <li>(i) conferences between the school teacher and the principal, or nominee</li> <li>(ii) observations of educational programs</li> <li>(iii) review of documentation such as lesson planning, lesson material and student work, plans, evaluations and reports, as appropriate</li> </ul> </li> <li>• In implementing the annual review the principal (or nominee) will take into account the following:               <ul style="list-style-type: none"> <li>(i) the level of experience of the teacher (so that less experienced teachers are given greater attention)</li> <li>(ii) the particular circumstances of the school.</li> </ul> </li> </ul> <p>Salary increments are tied to satisfactory completion of TARS. To be eligible for promotion a teacher must also have a satisfactory TARS. (Promotion and Transfer Procedures for School Teachers 2009, page 10.)</p>		

## New South Wales government system

### Analysis

#### Strengths

- All teachers are required to participate in the TARS process
- The inclusion of standards in the review process has helped to establish a common language and understanding of system expectations of performance and focused discussions on standards not the individual
- The process has been operating for over a decade, is enshrined in the teachers' Award and is accepted as a valid means for engaging in discussions about teachers' performance
- The centrality of principals and line managers in undertaking or overseeing the process is reinforced by the principal formally verifying that the agreed review processes has been undertaken and by questions about the implementation of TARS being a feature of principal reviews
- Clear timelines for the commencement and completion of the review cycle
- Evidence of performance includes (ongoing) conferences between the teacher and principal, program/classroom observation (expected minimum of two observations) and review of documentation (e.g. lesson plans and student work samples)
- Professional development provided by the system (online and face-to-face) and private providers must be aligned with the standards or the course will not be accredited for the purpose of teacher accreditation
- The process is supported by support materials / resources advising principals how to implement the P&D review process, but this advice is not mandated
- Training is provided each year to support new principals undertake TARS reviews.

#### Areas for development and issues

- As support materials are not mandated, practices for conducting TARS reviews may vary from school to school
- Further documentation needs to be provided to guide performance improvement implementation
- What constitutes appropriate evidence of achieving standards may vary from school to school
- Similar performances may be given different ratings in different settings
- More needs to be done to strengthen alignment between system, school and individual improvement plans, with the goal of achieving 'cascading' plans from the Director General down to the teacher (e.g. NSW 2021 - State Plan, DEC 5 Year Strategy Plan, NSW Public Schools Plan, regional plans, School Plans, etc.).

## New South Wales Catholic sector

### Performance and development approach — NSW Catholic sector illustrated by the Archdiocese of Sydney schools

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>The Catholic Education Office, Sydney implements the following processes for the development and accountability of school staff:</p> <ul style="list-style-type: none"> <li>• Personnel Performance Planning and Review (PPPR)</li> <li>• contract renewal for principals and school leadership team members</li> <li>• re-appointment process for religious education coordinators and co-ordinators.</li> </ul> <p>(Staff are employed by the Executive Director of Schools on behalf of the Archbishop of Sydney.)</p> <p>The Personnel Performance Planning and Review (PPPR) process for Catholic school staff in the Archdiocese of Sydney is endorsed by the NSW/ACT Independent Teacher Union. The 2006 PPPR guide is published jointly by the Catholic Education Office, Sydney and the NSW/ACT Independent Education Union.</p>	<p>The Archdiocese of Sydney's Personnel Performance Planning and Review processes are guided by the following principles:</p> <ul style="list-style-type: none"> <li>• effective PPPR processes take place within the framework of the interrelationship and inter-dependence of the individual, the school leadership team, other colleagues, and the school as a whole</li> <li>• all PPPR processes ideally promote professional dialogue, collaborative enquiry, shared problem-solving, and teamwork</li> <li>• staff and Principal will engage in professional dialogue, so that PPPR processes are implemented in the most appropriate manner</li> <li>• PPPR is designed to encourage and support commitment by staff to their own professional growth</li> <li>• PPPR actively involves staff in planning their own professional development.</li> </ul>	<p><b>Connection to/use of professional standards</b></p> <p>Teachers who are beginning their teaching career in NSW are required to demonstrate appropriate capacity with regard to the Professional Teaching Standards of the NSW Institute of Teachers (NSWIT). Once accredited, teachers are required to maintain their accreditation by continuing to meet all professional teaching standards, and by undertaking personal and professional development.</p> <p>PPPR is currently in a state of transition to contemporise the approach and reflect introduction of teaching standards within the CEO sector culture of school review and improvement. CEO, Sydney is in the process of integrating professional standards as a key tool for guiding the PPPR. Work has been done with key leaders around the professional standards being standards for all teachers. Goals for classroom teachers are starting to be developed from teacher's reflection on their practice against the standards.</p> <p>Professional standards are starting to be used as a map for whole of career development, with standards describing key responsibilities of teachers.</p> <p><b>Procedures, including accreditation</b></p> <p>PPPR processes can be implemented in a variety of ways, whilst still maintaining the essential principles of the process.</p> <p>Teacher performance review is conducted annually. The process involves:</p> <ul style="list-style-type: none"> <li>• <b>Term 1</b> – a Planning Interview is conducted between the teacher and principal/supervisor at the beginning of the year where personal and professional development goals and strategies are agreed and recorded in an Action Plan</li> <li>• <b>Mid-year</b> – a formal interview is conducted to monitor progress towards the achievement of goals and to reassess the plan if necessary</li> </ul>	<p>The documentation and processes associated with PPPR for teachers is currently being revised.</p> <p>A discussion paper, "Teacher PPPR Review – Continual Practice Improvement", has been developed through a series of forums with teachers from across the career spectrum on what adds value to their work in terms of performance and review processes.</p> <p>This document has articulated a set of principles that should underpin teacher performance and review.</p>	<ul style="list-style-type: none"> <li>• PPPR: Personnel Performance Planning and Review – A development process for Catholic school staff, Archdiocese of Sydney, (2007) CEO and the NSW/ACT IEU</li> <li>• Teacher Accreditation: Procedures and Support Documents (2006)</li> <li>• Professional Learning in Sydney Catholic Schools (2008)</li> <li>• Enterprise Agreement (June 2006) Teachers employed by the Executive Director of Schools, Catholic Education Office, Archdiocese of Sydney</li> </ul>

## New South Wales Catholic sector

### Performance and development approach — NSW Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>However, as noted in the Processes column, processes associated with PPPR for teachers are currently being revised. The revised practice is being developed through collaboration with key stakeholders with a focus on what processes would assist and add value to the work of teachers.</p> <p>Policy will be developed following the development of processes and procedures.</p>	<p>PPPR is largely focused on development of individuals to be effective in meeting key accountabilities.</p>	<p><b>Term 4</b> – a formal interview is conducted to review and record areas of achievement, effectiveness and development in relation to the goals in the Action Plan. Areas identified as needing further development are noted for discussion in the Planning Interview for the following year.</p> <p>The PPPR process is to be implemented via a strategy which reflects both:</p> <ul style="list-style-type: none"> <li>• the particular role and career stage of the staff member and</li> <li>• the employment status of the individual staff member.</li> </ul> <p>The process of continuous improvement that is currently under development is to be located within the context of the school and sector's improvement agenda.</p> <p><b>Professional development/training requirements</b></p> <p>Teachers are required to complete 100 hours of professional learning every 5 years as part of their re-accreditation requirements. Teacher accreditation authorities can revoke accreditation if a teacher fails to meet the continuing professional development requirements.</p> <p>Teachers are encouraged to and there is an expectation that they will engage in professional learning. There is also an expectation that goals identified through a PPPR process will be supported by the provision of relevant professional growth opportunities, within the context of available resources. However, there are no minimum requirements for teachers to undertake professional development within a performance and development context.</p> <p>The EBA recognises 'that professional development is a shared responsibility with regard to both time and resources and that teachers, as professionals, have an ongoing need to participate in professional development'.</p> <p>The CEO Sydney and NSWIT provides substantial professional learning opportunities that can be accessed as a result of PD needs identified through the annual review meeting for each teacher, but this remains a matter for the leadership of the school.</p>	<p>Contemporary research and thinkers have contributed to the shaping of the paper, including the Grattan Institute's "Better Teacher Appraisal and Feedback: Improving Performance".</p> <p>During 2012-2013 work will be undertaken to develop a range of tools to assist school leaders and teachers to reflect on teacher practices and identify goals and directions for continuous improvement. The reflections would be based on data collected from a number of data sources selected by teachers. The professional teaching standards would underpin and guide the process for all teachers.</p>	

## Performance and development approach — NSW Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>How assessments are carried out</b></p> <p>There are no specific guidelines for the conduct of teacher performance assessments. However, in relation to promotion positions process must include a succinct 'Self-Review Statement' and a 'Validation Report'.</p> <p>Currently, assessment practices vary across schools and the existing practice is self-review based upon the teacher's determination of what to present. The validation is through discussions with the PPPR leader. This may require evidence of claims.</p> <p>The development of Continual Practice Improvement (Refer to the Supports and Tools column.) seeks to address the issue of the nature and variety of assessments. Under the emerging system, teachers would need to select a number of tools for assessment from a suite of tools to triangulate the data.</p> <p><b>Connection to industrial agreements</b></p> <p>The broad parameters and principles of PPPRs are described in the industrial agreement but how PPPRs are to be undertaken is left to the school, except in relation to promotion positions where the EBA stipulates that the process must include a succinct 'Self-Review Statement' and a 'Validation Report'.</p> <p>To be specific, the EBA between the CEO and the IEU states that PPPR for classroom teachers:</p> <ul style="list-style-type: none"> <li>• is an annual one-to-one process of goal-setting and review, aimed at the continuing development of leadership and management, and teaching and learning practices within a school</li> <li>• contains elements of both development and accountability, is closely linked to the School Review and Improvement processes, and will assist the Principal to manage those processes</li> <li>• is a part of ongoing professional development for teachers in Systemic schools, leading to an enhancement of the quality of teaching and learning.</li> </ul>	<p>The tools will be developed by teachers to meet their needs and contexts.</p>	

## Performance and development approach — NSW Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p>EBA Section 18 referring to promotion positions (Coordinators) and performance review states that:</p> <ul style="list-style-type: none"> <li>• 'Each teacher holding a promotion position will undertake performance reviews while holding that position, in accordance with the procedures for performance reviews and for re-appointment of Coordinators agreed between the parties. They include a succinct 'Self-Review Statement' and a 'Validation Report'</li> <li>• The performance review process would normally include consideration of the accumulated PPPR data over the period of the appointment. (Initial appointment is for 2 years and second and subsequent appointments are for 3 years)</li> <li>• The Principal or his/her delegate will normally be the sector's representative in assessing satisfactory performance</li> <li>• Both the CEO and the IEU hold the view that satisfactory performance reviews will lead to the offering of subsequent appointments to Co-ordinators.</li> </ul> <p>In the event of performance that is less than fully satisfactory having been identified through the review mechanism, the appointment period will be extended for one year on a provisional basis for specified areas of concern to be addressed through the process(es) of Performance Counselling.</p> <p>Where areas of concern have not been addressed to the satisfaction of the Principal within the additional year, a further appointment will not be made and the co-ordinator will only be offered ongoing employment as a fulltime teacher.</p>		

## New South Wales Catholic sector

### Analysis

#### Strengths

- All teachers are required to participate in the PPPR process
- There is an annual cycle for the PPPR process consisting of a Planning Interview, Mid-year monitoring and end of year review
- The centrality of principals in the process
- Promotes a culture of professional learning and feedback, that underpins a focus on teacher development
- The PPPR process is incorporated in the EBA
- Helps to establish clearly defined roles/accountabilities and goals for teachers
- Provides teachers with recognition of their achievements
- Supports staff to describe what they do, explore what informs their work, and consider how they might do things differently to achieve enhanced effectiveness in their role.

#### Areas for development and issues

- Practices for conducting PPPRs vary from school to school which is likely to result in variability and inconsistency between schools about judgements and assessments of performance
- The process does not require or promote ongoing informal feedback
- There is no structured place in the process for direct observation of classroom teaching and learning
- Further documentation needs to be provided to guide performance improvement implementation
- What constitutes appropriate evidence of achieving standards can vary from school to school
- There appears to be no connection between teacher performance and development processes and teaching standards.



Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>Under Clause 41.1 of the Enterprise Agreement between the NT Department and the AEU, the parties are committed to implementing the Performance Management Framework in all workplaces in compliance with Employment Instruction Number 4. This sets out the rules for developing and implementing employee performance management and development systems in accordance with the Public Sector Employment and Management Act. The parties, in this context, also note the importance of the capacity of teachers and educators to undertake relevant professional learning in pursuit of attitudes, knowledge and skills identified through this process to improve performance.</p>	<p>Performance management in the NT is designed to guide individual effort to the achievement of workplace and organisational goals by:</p> <ul style="list-style-type: none"> <li>• establishing and aligning individual and team work activities to workplace and DET strategic goals and objectives</li> <li>• establishing and supporting excellent employee performance based on mutual understanding of desired behaviours and expected outcomes</li> <li>• assisting employees to identify and gain new knowledge and skills that will enable them to perform their job more efficiently and effectively</li> <li>• supporting ongoing learning by providing specific and timely feedback, individual coaching and recognition of achievement</li> <li>• supporting professional and personal learning and career development.</li> </ul>	<p><b>Connection to/use of professional standards</b></p> <p>Up till now the processes have used the standards developed by the NT Teacher Registration Board. These standards recognise four career dimensions for which the same standards, but with different expectations, apply: graduate, competent, accomplished and leadership. The NT has developed the first three of these dimensions. There are three standards relating to Professional Engagement, Professional Knowledge and Professional Practice, with some significant overlap with the National Professional Standards for Teachers that Ministers have endorsed. However, the NTTRB is seeking to align its standards with the National Professional Standards for Teachers by the start of 2013. This, together with the Department's desire to underpin all relevant policies with the national Standards is expected to make for a relatively seamless transition from the NTTRB to the national Standards, which in turn is expected to be reflected in the negotiations for the Enterprise Agreement to apply from 2014. This especially is the case since there is a degree of industrial acceptance for the approach, and the fact (as will be seen below) that the process to progress from CT5 to CT 6 uses the National Professional Standards for Teachers rather than those of the NTTRB.</p>	<p>The Department has developed an online training package to assist principals and also teachers undergoing the process to do so successfully. This user-friendly package sets out the stages and processes involved and is live on the Department's intranet using Moodle software. The benefit of this is that it's possible to check who has completed the training, and in cases where difficulty may be experienced in relation to the process, a suggestion can be made to the school's leadership to undertake the training online.</p>	<ul style="list-style-type: none"> <li>• The NTPS Teacher and Educator 2010-2013 Enterprise Agreement</li> <li>• Employee Performance Management and Development Systems: Employment Instruction Number 4</li> <li>• DET Performance Management Policy, Version Number 2, January 2010 (Due for review in October 2012)</li> <li>• Guidelines and Procedures: CT5-CT6 Progression</li> </ul>

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>The Department's Performance Management Policy requires that structured feedback and performance review meetings are conducted on an annual basis, supported by more frequent performance feedback following classroom observations or task completion.</p> <p>Having had a system of automatic progression from Classroom Teacher 1 through to CT 9, the 2010-2013 Enterprise Agreement introduced a hard barrier that now applies between CT 5 and CT 6. Under clause 22.3 of the EA, progression at this point is now subject to successful assessment of the teacher's professional knowledge and skill. In addition, the parties have agreed to 'use the introduction of this assessment scheme to undertake a review of the performance management system used in Northern Territory Schools'.</p>		<p><b>Procedures, including accreditation</b></p> <p>There is a requirement that all teachers have an annual performance discussion with their supervisor or principal and formulate an agreed performance plan (See below). The process is more substantial between CT 5 and 6 because of the barrier to automatic progression introduced as part of the Enterprise Agreement and the development by the parties of an assessment model for this that commenced in 2011. The agreed process in part aligns to the National Professional Standards for Teachers, but also includes professional development and growth and the teacher's contribution to the community. These three areas of focus are of equal importance and no one area will outweigh the other, as evident in the relevant pro formas for the process.</p> <p><b>Professional development/training requirements</b></p> <p>Professional development, as evident in the following outline of how assessments are carried out, is intrinsic to the teacher's performance plan as part of the continuous cycle of self-review.</p> <p><b>How assessments are carried out</b></p> <p>It is expected that structured feedback and performance review meetings are conducted on an annual basis with a minimum of two performance review meetings between the principal (or delegate) and the teacher in each 12 month period (mid cycle and end of cycle reviews), supported by more frequent performance feedback sessions following observations or task completion. An initial meeting is held to establish the continuous self-review cycle and develop a draft performance plan containing measurable objectives to be achieved that relate to student progress, the teacher's specialisation and/or team role, and professional development. It is expected that three short classroom observations would occur throughout the 12 month review period, one of which should be by someone with whom the teacher does not already work closely.</p>	<p>There is also a page of links and documents on the staff site including template plans, a template for recording discussions, links to the National Professional Standards for Teachers, advice on conducting classroom observations and more.</p> <p>The Department is also currently trialing a tailored program around having difficult conversations that then can be revised as needed and made available to all principals and others in schools.</p>	

# Northern Territory government system

## Performance and development approach — NT government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p>The principal is to regularly initiate professional conversations with teachers during the cycle to discuss progress in achieving the negotiated objectives in the plan and any additional training or support that may be required. Teachers are advised to bring evidence of achievements against their plan to the mid and end of cycle review meetings and principals are required to provide timely, clear and developmental feedback regarding observed achievement during the review period. Where a performance issue has been identified, the teacher must be given the opportunity to correct the identified deficiencies along with the necessary support.</p> <p>Assessment for meeting the requirements for progression from CT 5 to CT 6 involves a 12 month process between the teacher and their principal/supervisor comprising the following steps:</p> <ul style="list-style-type: none"> <li>• a discussion between the teacher and their principal (or delegate) at the beginning of their fifth year of teaching that builds on the teacher’s performance reviews in the preceding years and is used to formulate a 12 month progression assessment plan</li> <li>• quarterly discussions between the principal/ delegate and the teacher to monitor progress against the CT5-CT6 progression assessment plan with a record of discussion kept, signed and held by both parties</li> <li>• a final assessment by the principal/delegate at the end of the third quarter of progression against the plan and, if it is clear the teacher will meet the assessment criteria, a recommendation to the Executive Director for approval</li> </ul>		

## Northern Territory government system

### Performance and development approach — NT government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<ul style="list-style-type: none"> <li>referral to an Assessment Panel (comprising the principal/ delegate, a delegate of the General Manager Human Resources and a peer with at least 5 years teaching experience nominated by the teacher) when the principal/ delegate feels the requirements for progression have not been met at this time, to support the teacher to meet these through such measures as appointing a mentor, regular meetings with the teacher to discuss progress and classroom observation</li> <li>the right to request a review and even lodge a grievance where approval for progression is withheld.</li> </ul> <p><b>Connection to industrial agreements</b></p> <p>As already indicated, the performance and development process, including the non-automatic increment between CT 5 and CT 6 derives from the Enterprise Agreement for 2010 to 2013.</p>		

### Analysis

Strengths	Areas for development and issues
<ul style="list-style-type: none"> <li>The overall approach has the authority that flows from being part of the Enterprise Agreement both at an official level and in terms of teachers' perceptions of its acceptability.</li> <li>There are significant supports in place, particularly accessible online, to ensure that the process works and continues to be accepted in NT schools</li> <li>The processes are in place to align to the national Standards which in turn can support their adoption in other relevant policy domains.</li> <li>There is an expectation that teacher's plans include measurable objectives including related to student progress.</li> <li>There is an expectation that classroom observation is part of the performance management process and guidelines for conducting successful observation and providing feedback on these.</li> </ul>	<ul style="list-style-type: none"> <li>Work has commenced and is well underway on the migration of the national Standards into the performance management system, in the context of the commitment in the Enterprise Agreement to review the performance management system in the NT, which also will impact on such related policies as probation.</li> <li>The harder edged consequence of the CT5-CT6 barrier and the decision the principal (on recommendation to the Executive Director) makes could detract from the potential for an open and honest exchange.</li> </ul>

## Northern Territory Catholic sector

### Performance and development approach — NT Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>The overarching policy framework for teacher performance and development in NT Catholic schools is provided by three linked and overlapping documents:</p> <ul style="list-style-type: none"> <li>• the sector's strategic plan which sets out the key principles for teaching and learning as specified in the next column</li> <li>• a school improvement and renewal framework which binds teachers to 'uphold professional expectations as outlined in the Catholic Education document, Sharers of the Vision, and the Professional Standards of the NT Teacher Registration Board'</li> <li>• 'Sharers of the Vision' which outlines the responsibilities of the employing authority to staff members, including to 'encouraging and providing opportunities for all staff to participate in professional development, and timely review and/or appraisal of performance and effectiveness'.</li> </ul>	<p>The core principles underlying the sector's efforts to develop teaching and learning communities are that it will:</p> <ul style="list-style-type: none"> <li>• build supportive relationships with all members of the teaching and learning community based on respect, integrity and trust</li> <li>• provide flexible professional learning opportunities which recognise the link between research, pedagogical practices and professional standards for teaching</li> <li>• support stakeholders in addressing ongoing compliance requirements and accountability expectations.</li> </ul>	<p><b>Connection to/use of professional standards</b></p> <p>Although, as indicated in column 1, teachers are bound to uphold the professional standards of the NTTRB, the process of annual review does not relate to the standards but instead to teachers' duties as specified in each teacher's position document. The NTTRB standards recognise four career dimensions for which the same standards, but with different expectations, apply: graduate, competent, accomplished and leadership. The NT has developed the first three of these dimensions. There are three standards relating to Professional Engagement, Professional Knowledge and Professional Practice, with some significant overlap with the national Standards that Ministers have endorsed. However, the NTTRB is seeking to align its standards with the national Standards by the start of 2013.</p> <p><b>Procedures, including accreditation</b></p> <p>All new teachers to a school have induction mentoring in relation to their performance and role and receive feedback on this.</p> <p>All teachers have a plan and annual review at the school level. The performance of all teachers is addressed in the context of an annual meeting each teacher has with their head of department or year level head to conduct a review of their teaching program including curriculum assessment and reporting. Some schools also have a teacher performance review at the end of the year and the sector is moving towards this occurring in all schools. It also is looking towards using the National Professional Standards for Teachers as a core document for this end of year review mapped to local school expectations. If the annual meeting surfaces any performance concerns, then a support plan and program is developed to enable the teacher to fulfil the duties of their role.</p>	<p>A significant source of support to principals in particular comes from a small group of senior education consultants, jointly funded by Catholic Education NT and schools, who mentor principals through such processes as the annual review and subsequent professional learning and support.</p> <p>The sector also has an ACEL Leadership Course which is not specifically about performance and development, but has some relevance to it, with the result that some principals are using it to this end.</p>	<ul style="list-style-type: none"> <li>• Catholic Education NT: towards 2012 strategic plan</li> <li>• Catholic Education NT: school improvement and renewal framework</li> <li>• 'Sharers of the Vision': Expectations associated with working in a Catholic School in the Northern Territory</li> <li>• Catholic School (Northern Territory) Collective Enterprise Agreement 2011</li> </ul>

## Northern Territory Catholic sector

### Performance and development approach — NT Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>The specific approaches that then apply are included in the Collective Enterprise Agreement for 2011, to be renegotiated in 2012.</p>		<p>Salary progression under the EA occurs annually within the teacher's salary range 'having regard to the acquisition and utilisation of skills and knowledge through experience in his or her teaching practice over the relevant period'. The skills and professional knowledge 'will be demonstrated by meeting objective criteria developed between the parties and based on industry standards'.</p> <p>All teachers in the sector must have accreditation to teach in a Catholic school and Catholic Education NT provides programs to enable teachers who do not have such accreditation to obtain it.</p> <p><b>Professional development/training requirements</b></p> <p>Professional learning and support is covered by the Catholic Education NT School Manual rather than the Enterprise Agreement. The identification of professional learning needs emerges from the annual review discussion and forms part of the teacher's annual plan.</p> <p>Catholic Education NT runs a study incentive program that encourages and provides financial assistance for teachers to upgrade their qualifications (eg, Masters, Diploma, Certificate level) with two intakes a year.</p> <p>Teachers are now required to re-register with the NTTRB every five years and, as part of this process, are required to present a portfolio of PD and study undertaken during that time related to their role and performance as a teacher.</p> <p><b>How assessments are carried out</b></p> <p>As indicated above, the assessments really occur as part of the annual process whereby individual teachers review their teaching program together with their head of department/year level, with a move towards an end of year performance review meeting along the lines already in use in some schools.</p>		

## Northern Territory Catholic sector

### Performance and development approach — NT Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>Connection to industrial agreements</b></p> <p>As indicated, elements of the performance and development process are covered by the Collective Enterprise Agreement (to be renegotiated this year), including the expectation that defined criteria are met for salary progression to occur.</p>		

### Analysis

Strengths	Areas for development and issues
<ul style="list-style-type: none"> <li>Teachers are all expected to have a plan linked to their role which forms the basis of an annual review discussion and principals are expected to support teachers to meet the requirements of that plan with appropriate support where required</li> <li>The Enterprise Agreement acknowledges the need for teachers to acquire and use skills and professional knowledge, which potentially can link directly to the national Standards; particularly given the link to NTTRB standards established in Catholic Education NT documents and the NTTRB's work to align to the national Standards</li> <li>There is comprehensive induction for all teachers new to the sector which includes a focus on the expectations of teachers and their performance, including the review process in which they will be expected to engage</li> <li>The work of the senior education consultants can help to engender a greater degree of consistency of application of annual review discussions across the sector.</li> </ul>	<ul style="list-style-type: none"> <li>The move towards reconciling the two review processes outlined in Column 3 could potentially resolve any confusion between the two at the school level</li> <li>Neither process requires or promotes ongoing informal feedback</li> <li>There are no clear guidelines on acceptable types of evidence for either the annual review or salary progression. Schools decide on the evidence they will use — whether student outcomes, peer observation, student feedback, etc. — and the sort of evidence used varies from school to school</li> <li>There is in this context no structured place in the process for direct observation of classroom teaching and learning.</li> </ul>

## Queensland government sector

### Performance and development approach — QLD government sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p><b>The Developing Performance Framework which outlines a four phase developing performance process</b> (as outlined in the Processes column)</p> <p><b>Department of Education and Training Teachers' Certified Agreement 2010</b></p> <p>Under this Agreement the union has agreed ...to the phased implementation of the Developing Performance Framework ("the Framework") for all teachers employed by the Department according to timelines determined by the availability of induction for School Leaders and teachers necessary to implement it.</p>	<p>The Developing Performance framework</p> <p>Provides teachers and their colleagues and team leaders with a process, documents and tools to:</p> <ul style="list-style-type: none"> <li>• Clarify work priorities</li> <li>• Discuss career aspirations</li> <li>• Plan support and professional development to continue to build teacher capability.</li> </ul> <p>It aims to promote and maintain a positive workplace culture based on quality conversations about work related practice and performance.</p>	<p><b>Connection to/use of professional standards</b></p> <p>In Schedule 10 of the Certified Agreement between the Department and the Union there is an agreed statement about the implementation of the Developing Performance Framework that says "For classroom teachers and those with a predominantly classroom role, the (Education Queensland) Professional Standards for Teachers is the reference point"</p> <p>Prior to the Developing Performance planning meetings between the teacher and the team leader, both the teacher and the team leader are invited to reflect on the teacher's performance by using the Education Queensland Professional Standards of Teachers.</p> <p>There is no reference to the Queensland College of Teachers' (QCT) Professional Standards for Queensland Teachers which seem to only apply to teachers seeking provisional or full teacher registration.</p> <p>At the moment there are two sets of teacher standards that could apply to teachers in Queensland. There are the Education Queensland's (EQ) Professional Standards for Teachers which were released in 2005, which are seen as "an aspirational framework which can be used by teachers to formulate goals and extend their own learning in order to strengthen classroom practice".</p> <p>In addition there are the Queensland College of Teachers (QCT) Professional Standards for Queensland Teachers released in early 2007. These standards represent the minimum benchmark or entry level into the profession and describe provisional registration requirements</p>	<p>Developing Performance – conversation and plan template.</p> <p>Step by step guide to the Developing Performance conversation and plan template.</p> <p>On-line resources and courses.</p> <p>Consultants available to support regions.</p>	<ul style="list-style-type: none"> <li>• Developing Performance Framework</li> <li>• Developing Performance Implementation Guide for Schools</li> <li>• Department of Education and Training Teachers' Certified</li> <li>• Agreement 2010 including Schedule 10</li> </ul>



Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>Procedures, including accreditation</b></p> <p>The four phases of the Developing performance framework are:</p> <p><b>Phase 1: Clarifying expectations and work focus</b>            Teachers work with their team leaders and colleagues to identify:</p> <ul style="list-style-type: none"> <li>• role expectations and work priorities</li> <li>• support and development required to carry out this role and the tasks required</li> <li>• career aspirations.</li> </ul> <p><b>Phase 2: Reaching an agreement</b>            Written or verbal agreement is reached between the teachers and team leader and /or colleagues on these matters.</p> <p><b>Phase 3: Performing and ongoing support, including coaching and feedback.</b>            Teachers carry out agreed work tasks and access agreed support/ professional development. There are ongoing conversations between the teacher and the team leader and colleagues which include “positive and constructive feedback on work related practice and performance”.</p> <p>Agreed adjustments can be made as required to the original plan during this phase.</p> <p><b>Phase 4: Reviewing progress and recognising achievement</b>            The teacher and the team leader meet to review the work tasks completed and the progress made towards achieving career aspirations. Discussion covers professional development and support provided. Focus is on development achieved and mutually identifying strengths and areas for further improvement. Strategies for further development are also discussed.</p> <p>If “repeated” unsatisfactory performance is identified the line manager is required to implement a separate process for managing unsatisfactory performance.</p> <p>The timeline for the four phase process is expected to be within the school year but is open to other timelines agreed at the school level.</p>		

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>Professional development/training requirements</b></p> <p>It appears there are no requirements apart from the professional development that is agreed on by the teacher and the line manager.</p> <p><b>How assessments are carried out</b></p> <p>The assessment is in the form of a mutually agreed outcome to the phase four stage of the process - Reviewing progress and recognising achievement.</p> <p><b>Connection to industrial agreements</b></p> <p>As indicated in the policy column the whole policy is covered by the 2010 Certified Agreement between Education Queensland and the Teachers' Union.</p> <p>An important element of that Agreement that would have an impact on the way the Developing Performance is implemented is the following local consultative process.</p> <p>"The model (of the Framework) to be implemented in each school/worksite shall be the subject of consultation within the Local Consultative Committee or in accordance with the Consultation Processes for Small Schools. Where consensus cannot be reached on the appropriate model, the issue will be subject to further discussion between the parties with a view to reaching consensus."</p> <p>The Agreement also makes clear that there is an intention to bring the Developing Performance Framework and the teacher registration process together as outlined in the joint communique from Education Queensland and the QTU issued in August 2010. This communique indicated that</p> <p>"...by 2012 all teachers are able to meet QTC registration requirements as a result of of their engagement with the Developing Performance Framework".</p>		

## Queensland government system

### Analysis

#### Strengths

- It is a comprehensive performance and development process which has been agreed by the teachers' union and now applies to all teachers
- There are strong links established between teachers setting out to complete tasks and meet priorities, the support and professional development required to achieve these goals and a review to establish whether the tasks have been completed and the priorities met
- The framework is strongly supported with guidelines, on-line resources including tools and courses.

#### Areas for development and issues

- The evidence teachers and their team leaders would use to discuss whether teachers have achieved their performance goals is not covered in the guidelines, however is implicit in the development of 'indicators for success' as part of the Developing Performance Plan template
- The role of classroom observation in teacher development and its use at the review stage is not referred to in the documentation. A joint statement between Education Queensland and the Queensland Teachers' Union on collegial engagement in classrooms represents agreement on classroom observation
- The level of agreement required for implementation may be an impediment to implementation in some schools.

## Queensland Catholic sector

### Performance and development approach — QLD Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p><b>The two Enterprise Bargaining Agreements with similar wording which cover Catholic schools across Queensland</b></p> <p>As part of these agreements a teacher appraisal process has been adopted which is described as:</p> <ul style="list-style-type: none"> <li>a process of self-appraisal and validation [which] provides [teachers with] an occasion to identify strengths and opportunities, set goals and identify professional development needs.</li> </ul> <p>These Agreements which nominally expire on June 30 2012 were negotiated by the Qld Catholic Education Commission on behalf of the 23 Catholic Employing Authorities across Queensland (5 dioceses and 18 religious institutions) provided the framework for the implementation of teacher performance and development procedures by each employing authority. The actual procedures used vary according to the employing authority.</p>	<p>There are 9 Principles underlying the agreed appraisal process</p> <p><b>Shared responsibility:</b> responsibility for the process is shared between the employer and the employee</p> <p><b>Negotiation:</b> negotiable aspects of the process within the agreed framework, are identified and documented by the employer/ school.</p> <p><b>Consultation:</b> on the actual appraisal process is held between the employer or principal and the employee, but the employer/ principal makes the final decision on the process.</p> <p><b>Self-review:</b> There is a self-review of performance based on the role description and the duty statement. The self-review includes areas of effective performance and areas that may need further development. The form in which the self-review is transmitted (written, oral, etc.) is negotiated.</p> <p><b>Validation:</b> Data relating to the role and duty statements will be used to validate the self-review. The method for carrying out the validation will be subject to consultation.</p>	<p><b>Connection to/use of professional standards:</b></p> <p>The policy framework is not connected to teacher professional standards.</p> <p><b>Procedures, including accreditation:</b></p> <p>The appraisal process involves the identification of strengths, opportunities and professional development needs for teachers, whilst also providing an occasion for goal setting. This process is a shared responsibility between the employer and the teacher, and is conducted by utilising self-review; information gathering from sources relevant to the appraisal; panel review; and employer validation. The framework of the appraisal process is based on a set of established principles providing guidance and structure.</p> <p><b>Professional development/training requirements:</b></p> <p>While there is a process for recognising teachers professional development for the purposes of teacher registration with the Qld. College of Teachers, there are no requirements for teachers to undertake professional development within a performance and development context.</p> <p><b>How assessments are carried out:</b></p> <p>The process of validation of teacher self -review varies according to the employing authority.</p> <p><b>Connection to industrial agreements</b></p> <p>The broad parameters and principles are all laid down in the industrial agreements but the actual processes used are negotiated between each individual employing authority and its employees within the terms of these parameters and principles.</p>		<ul style="list-style-type: none"> <li>Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland 2010</li> <li>Catholic Employing Authorities Single Enterprise Collective Agreement – Religious Institute Schools of Queensland 2010</li> </ul>

## Queensland Catholic sector

### Performance and development approach — QLD Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
	<p><b>Documentation:</b> A written report is provided after the Summative Appraisal which is submitted to the employing authority/ principal.</p> <p><b>Confidentiality:</b> All materials are confidential apart from the final report.</p> <p><b>Natural Justice:</b> Only substantiated information can be used as part of the process. The appraisee can seek information about the content of information supplied and who supplied it during the process. The appraisee is also given a “reasonable opportunity” to respond to matters raised in the process.</p> <p><b>Resourcing:</b> Resourcing of the process is a matter for negotiation between those involved in the appraisal process and the employing authority. The self-review does not receive additional resources from the employing authority.</p>			

### Analysis

Strengths	Areas for development and issues
<ul style="list-style-type: none"> <li>A broad and very flexible process of performance and development has been endorsed by the two relevant EBA's and is applicable to all Catholic schools and teachers in Queensland.</li> </ul>	<ul style="list-style-type: none"> <li>There appear to be few guidelines for performance and development processes across Queensland catholic schools.</li> <li>There appears to be no connection between teacher performance and development processes and teaching standards.</li> </ul>

# South Australian government system

## Performance and development approach — SA government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p><b>The Performance and Development Policy</b> is a "...continuous cycle of performance planning, professional learning, feedback, recognition and accountability measures supports the currency and continuous improvement of our highly skilled and engaged workforce".</p> <p>The objective of the Performance and Development Policy for teachers is to:</p> <ul style="list-style-type: none"> <li>• define and clarify performance expectations and behavioural standards</li> <li>• identify performance objectives through performance planning</li> <li>• support achievement of performance objectives through professional learning</li> <li>• review performance against agreed performance expectations and objectives</li> <li>• build on strengths and attending to developmental needs</li> <li>• recognise contributions and achievements</li> <li>• provide guidance, encouragement and regular feedback.</li> </ul>	<p>The Performance and Development Policy underpinned by:</p> <ul style="list-style-type: none"> <li>• fairness, equity and trust</li> <li>• mutual respect, understanding and responsibility</li> <li>• openness to learning and change</li> <li>• performance processes that are integrated into day-to-day workplace practices</li> <li>• accountability through professional conversations and authentic feedback</li> <li>• recognition and reward</li> <li>• work–life balance</li> <li>• supportive and safe working environments</li> <li>• access to effective and relevant professional development</li> <li>• commitment to improve outcomes for children and students.</li> </ul>	<p><b>Connection to/use of professional standards</b></p> <p>The National Professional Standards for Teachers are included as an option for schools to include in the performance expectations that are agreed between the school leader and the teacher in finalising a teacher performance and development plan. Guidelines are provided for these performance expectations though there are no mandated requirements.</p> <p><b>Procedures, including accreditation</b></p> <p>The procedures are based on a performance and development planning cycle with a Performance and Development Plan consisting of</p> <p><b>1. Performance Planning:</b> agreed performance objectives (between the school leader and the teacher) that are:</p> <ul style="list-style-type: none"> <li>• challenging and encourage creativity and innovation</li> <li>• align with relevant performance expectations, such as professional standards or job and person specifications</li> <li>• align with, and support the achievement of, organisational priorities</li> <li>• provide focus and opportunity for career aspirations</li> <li>• take account of the range and level of the employee’s responsibilities.</li> </ul> <p>If agreement cannot be reached on these performance objectives, or when managing instances of unsatisfactory performance, leaders have the authority to determine performance objectives, and establish timeframes for expected achievement.</p> <p><b>2. Professional Learning</b> (agreed professional learning activities that):</p> <ul style="list-style-type: none"> <li>• support the achievement of established performance objectives</li> <li>• further develop knowledge, skills and capabilities</li> <li>• build on existing strengths and areas for development</li> <li>• support career aspirations.</li> </ul>	<p>Sample Performance and Development Plan template.</p> <p>Lesson Observation Tool.</p> <p>Professional Conversations Template.</p> <p>Training programs are provided for leaders and teachers focussing on developing the micro skills that will assist leaders and teachers to implement the policy.</p> <p>Four Performance and Development consultants support Principals with performance and development processes and issues on a regional basis.</p>	<ul style="list-style-type: none"> <li>• Performance and Development Policy September (DECS September 2011)</li> <li>• Performance and Development Guideline (DECS September 2011)</li> <li>• Sh. Australian Education Staff (School &amp; Pre-Schools) Enterprise Bargaining Award (2010)</li> </ul>

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>3. Performance Review:</b></p> <ul style="list-style-type: none"> <li>• A performance review focuses on contributions, achievements and measures of success for the preceding review period as well as strengths and areas for development</li> <li>• It is an opportunity to give and receive feedback about performance. Feedback should be evidence and strength based, explicit, objective and gathered from multiple sources</li> <li>• It can also be used to reflect on successes, objectives that may not have been met, and how things may have been done differently. An honest and supportive performance review provides a significant learning opportunity for future activities</li> <li>• When both leader and employee are satisfied with the outcomes of the performance conversation they agree to a Performance and Development Plan, and establish a timeframe for the next performance conversation.</li> </ul> <p>Performance conversations are not a one-off event. Coaching, support, training, feedback and recognition provided on a regular basis throughout the life of a Performance and Development Plan are essential to achieving performance improvement.</p> <p>This Performance and development process will identify areas of unsatisfactory performance in which case a separate process is carried out.</p> <p><b>Professional development/training requirements:</b></p> <p>Professional learning is a required component of the Performance and Development Plan but there are no mandated requirements of the content of the professional learning.</p> <p><b>How assessments are carried out:</b></p> <p>Assessments of performance are carried out by agreement between the leader and the teacher in a performance review.</p> <p>There is no stated connection between these assessments and teacher certification, salary increments or promotion.</p>		

## South Australian government system

### Performance and development approach — SA government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>Connection to industrial agreements</b></p> <p>This policy is not covered by the current EBA (2010). However in this agreement there is a requirement for teachers who wish to progress to the new Step 9 teacher classification to complete a Professional Development Plan (PDP). There is also a requirement that the teacher undertake an annual review which will include a review of the PDP as well as a review of the teacher's performance.</p> <p><b>Note:</b> Information to the system about the implementation of Performance and Development processes is provided through an annual survey of schools.</p>		

### Analysis

Strengths	Areas for development and issues
<ul style="list-style-type: none"> <li>• There is a focus on performance expectations including teaching standards in the performance and development plan</li> <li>• The role of feedback and review of performance is also emphasised in the process. There is a strong link established between teacher performance and professional learning</li> <li>• There is a program of professional development for principals and teachers to assist schools to implement the policy</li> <li>• The professional development program is focussing in particular on the development of the micro skills, such as developing the capacity to provide good feedback, which will be vital to the success of the policy</li> <li>• A lot of emphasis and support is being given to the Performance and Development planning at this stage as the starting point for implementation.</li> <li>• The capacity of principals to deal with unsatisfactory teacher performance is seen as being significantly enhanced by this policy.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a recognised need to more explicitly reference the National Professional Standards for Teachers now that they have been adopted</li> <li>• There is a need for more guidelines and information about the performance and development process at the review stage and the evidence that would be used to assess how teachers are meeting their performance expectations and other elements of their Performance and Development Plan</li> <li>• There is a need to promote classroom observation as a strategy for performance improvement and as evidence of that improvement</li> <li>• Narrowing a performance and development focus to unsatisfactory teacher performance could affect the impact of the policy on all teachers.</li> </ul>



## South Australian Catholic sector

### Performance and development approach — SA Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>Currently there is no policy framework. Schools typically use processes and guidelines they either develop in-house or glean from other sources.</p> <p>However the Commission is working to develop a Professional Feedback and Review process and is looking to build on and support the outcomes of the existing AITSL work in developing an Australian Teacher Performance and Development Framework.</p>		<p>Position statements can include reference to an annual performance review as well as an outline of a teacher's duties and responsibilities.</p> <p><b>Connection to/use of professional standards</b></p> <p>A number of Catholic schools in SA are using the national Standards as a reference point for teacher self- review which would be typically followed up by a discussion between the teacher and a school leader.</p> <p><b>Procedures, including accreditation</b></p> <p><b>Professional development/training requirements</b></p> <p><b>How assessments are carried out</b></p> <p><b>Connection to industrial agreements</b></p> <p>The only reference to teacher performance and development in the current applicable EBA is to the long term AST 1 process dating back many years.</p>	<p>An example of a teacher self-review tool was provided that demonstrates how teachers are able to place themselves on a continuum in the areas of:</p> <ul style="list-style-type: none"> <li>• ethos and values</li> <li>• planning and programming</li> <li>• relationships for learning</li> <li>• teaching methodology</li> <li>• children and student needs</li> <li>• behaviour management</li> <li>• assessment and reporting</li> <li>• professional responsibilities.</li> </ul>	

### Analysis

#### Strengths

#### Areas for development and issues

- There is an opportunity to develop a sector wide framework for teacher performance and development based on the outcomes of this AITSL work.

## Tasmanian government sector

### Performance and development approach — TAS government sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>Section 34(1) (g) of the State Service Act 2000 requires all Government Agencies to 'develop and implement systems to evaluate the performance of employees' and 2007 State Services Commissioner's Direction No.4 establishes the minimum standard for such systems. These included that all staff should be involved; it should be based on an annual cycle and identify employee's training needs; and be aligned with corporate objectives.</p> <p>Leading for High Performance (schools) and Managing for High Performance (non-schools) are the two main systems which provide for employees to receive regular and structured feedback on their performance and professional learning needs, and are designed to help principals and managers and employees work together to achieve and maintain high performance.</p>	<p>The Leading for High Performance program for providing feedback on performance was introduced into schools across the state in response to a 2008 school improvement survey revealing that input into decision making and constructive feedback were important elements of an effective workplace.</p> <p>The objective of Leading for High Performance is 'to create a culture of supportive feedback and improvement within schools that all school-based employees can benefit from'.</p>	<p><b>Connection to/use of professional standards</b></p> <p>The Teachers Registration Board of Tasmania registers teachers working in Tasmanian Government, Catholic and Independent schools.</p> <p>All practicing Tasmanian school teachers must be registered by the Board using the Tasmanian Professional Teaching Standards Framework.</p> <p>The principal has responsibility for ensuring that every member of school staff (teaching and non-teaching) has a one-on-one performance feedback discussion with their supervisor or a designated senior leader in the school at least once per year.</p> <p>Principals and teachers may use the National Professional Standards for Teachers and Principals or other standards and tools when undertaking these conversations with teachers. Tasmania has indicated that it will be linking performance reviews to the national Standards.</p> <p><b>Procedures, including accreditation</b></p> <p><b>Review discussions</b></p> <p>The Leading for Performance guidelines provide an overview of the minimum process to be implemented within schools for the review of staff performance. These include that at least once per year teachers must have a one-on-one feedback discussion led by the principal (or appropriate nominee) focussed on their performance and professional learning needs. The feedback discussion should include:</p> <ul style="list-style-type: none"> <li>• establishing agreed performance goals and expectations</li> <li>• feedback about current performance in relation to these goals and expectations</li> <li>• identifying professional learning needs and goals and associated support strategies</li> <li>• identifying any support strategies to be put in place to assist the individual to meet their performance goals and professional learning goals.</li> </ul>	<p>Professional learning in managing performance reviews is available to teachers and leaders.</p> <p>A Principal Reference Group has been formed to develop a performance management tool to guide improvement practices.</p> <p>Leading for High Performance - Supporting Information (Department of Education Tasmania).</p>	<ul style="list-style-type: none"> <li>• Teaching Service (Tasmanian Public Sector) Award</li> <li>• State Service Act 2000</li> <li>• Commissioner's Direction No.4 (State Services Commission) 2007</li> <li>• Tasmanian Professional Teaching Standards Framework (Teachers Registration Board of Tasmania)</li> <li>• Leading for High Performance</li> </ul>

# Tasmanian government system

## Performance and development approach — TAS government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>In May 2011 the Tasmanian Parliament introduced a new Bill which strives to achieve continual improvement in the public service. The State Service Amendment (Performance) Bill 2011 seeks to build capacity across all government departments by directing state service personnel to actively participate in an annual performance management process.</p> <p>To meet the vision of this Bill, and enact its purpose in a meaningful way, the Department of Education will develop a performance-culture based on continuous improvement.</p> <p>A Management of Underperformance Policy supports the management of employee underperformance and/or inappropriate conduct. The policy is underpinned by a set of guidelines and process steps.</p>		<p>Performance discussions can focus on national or locally devised teaching standards, duty statements and feedback discussion could focus on a range of areas such as work output and quality; organisation and communication skills; attendance; contribution across the school, initiative; etc.</p> <p>A brief written record of the outcomes of the discussion must be kept covering agreed performance goals and expectations; professional learning needs; and support strategies. This document forms the basis for discussions at the next review conversation.</p> <p>The scheduling of reviews and the actual form they take is a local matter, providing that local processes conform to the broader policy framework.</p> <p>This process is being reviewed in order to strengthen compliance with the State Service Amendment (Performance) Bill 2011.</p> <p><b>Professional development/training requirements</b></p> <p>It is a requirement that as part of the review process professional learning needs must be identified and documented in a review report.</p> <p><b>How assessments are carried out</b></p> <p>Whilst it is stipulated that the assessment of performance must be based upon evidence, there is local flexibility in the evidence collected to assess performance. Suggestions in support materials include a range of options such as incidental classroom observation; reading teacher's reports; progress in the curriculum; feedback from students and parents; documented lesson plans; and discussions with teachers on matters such as curriculum.</p>		

## Tasmanian government system

### Performance and development approach — TAS government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>Connection to industrial agreements</b></p> <p>The only reference to teacher review in the Award relates to the provisions for salary. The Award states that principals have the authority to approve salary progression from one salary point to the next salary point within a range in a classification band, subject to an assessment of satisfactory performance. Performance is assessed against the employee's existing Performance Plan. Where an employee does not have an existing Performance Plan, performance is assessed against their Statement of Duties.</p>		

### Analysis

Strengths	Areas for development and issues
<ul style="list-style-type: none"> <li>• Every staff member is to be assessed and provided with feedback on their performance</li> <li>• Performance review discussions are supported by training and guidelines</li> <li>• Whilst the review process needs to be based on evidence, there is local flexibility about this</li> <li>• Guidance is provided about possible sources of performance evidence</li> <li>• Minimum expectations in relation to P&amp;D processes have been established</li> <li>• A performance management tool to guide improvement practices is being developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Whilst there are guidelines for the performance feedback discussion, there are no guidelines about other elements of a performance and development cycle</li> <li>• Whilst it might occur, there is no structured place in the assessment process for direct observation of classroom teaching and learning</li> <li>• Schools decide on the evidence they will use — whether student outcomes, peer observation, student feedback, etc. — and the sort of evidence used varies from school to school. This is likely to result in variability and inconsistency between schools about judgements and assessments of performance.</li> </ul>

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>Policy is currently being developed on teacher performance and development in Tasmanian Catholic Schools.</p> <p>With the promulgation of the National Professional Standards for Teachers in 2011, the Tasmanian Catholic Education Office (TCEO) initiated discussions and some planning with Principals with a view to developing processes of teacher performance and development based on these Standards.</p> <p>The TCEO has drafted a Teacher Role Description (based mainly on the new Standards) and this draft will be provided to the whole Principal group for final consultation and endorsement.</p> <p>The TCEO has commenced drafting a Teacher Performance Development &amp; Review process that will be completed by the end of February 2012 and will go to a small group of Principals for refining and implementation (March 2012) in a pilot program in 3-4 schools across the state this year.</p>	<p>The draft 2012 Teacher Performance Development and Review (TPDR) is based upon:</p> <ul style="list-style-type: none"> <li>• a developmental understanding of individual growth and learning</li> <li>• a belief that the skills, understandings and competencies of teachers should be affirmed and strengthened'</li> <li>• a belief that the development of the teacher is enhanced by regularly reviewing and identifying opportunities for growth.</li> </ul>	<p><b>Connection to/use of professional standards</b></p> <p>The TCEO has developed a draft definition of the role of a teacher (Teacher Role Description). The descriptors of the seven teacher standards 'are taken from the second Professional Career Stage, the Proficient stage, of the National Professional Standards for Teachers, the stage at which most current teachers would be placed and to which Graduate stage teachers would initially aspire.'</p> <p>These Standards are also incorporated into the draft Teacher Performance Development and Review (TPDR) document.</p> <p><b>Procedures, including accreditation</b></p> <p>TPDR processes are still under discussion and will be developed and piloted this year.</p> <p>A description of the characteristics of the draft TPDR indicates that the process intends to:</p> <ul style="list-style-type: none"> <li>• be closely linked to the key result areas of the Teacher Role Description document</li> <li>• focus on growing the professional / working relationship between each teacher and his / her line manager (i.e. Principal / Principal's delegate), predominantly through the vehicle of regular meaningful professional conversations</li> <li>• provide the individual teacher with the opportunity of discussing with his / her line manager the identification of strengths and areas to be worked upon, and the development of an agreed set of annual goals and work plans aligned to both individual teacher needs and organizational / school needs</li> <li>• incorporate opportunities for both parties to monitor progress towards achievement of agreed goals and work plans and, towards the end of each year, review what's been done.</li> <li>• be manageable in terms of its use of time and other resources.</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher Role Description (draft) (TCEO 2012)</li> <li>• Teacher Performance Development and Review (draft) (TCEO 2012)</li> <li>• Professional Learning Handbook (TCEO 2011)</li> <li>• Managing Unsatisfactory Performance (TCEO)</li> </ul>

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>This pilot program will be evaluated at the end of the year to further refine the process so it can be used for all schools and all teachers in 2014.</p> <p>Teacher performance and development is included in the TCEO's Strategic Improvement Plan as a priority area to be addressed and progressed.</p>		<p><b>Professional development/training requirements</b></p> <p>The TCEO Professional Learning Handbook (2011) advises that all employees with Catholic Education Tasmania are required to hold some level of accreditation relevant to their position. Teaching and non-teaching staff, including office and ancillary staff, are required, as a minimum, to hold Strand 1 accreditation. This involves achieving a total of 6 points (each point being the equivalent of 6 hours contact time at approved professional learning sessions). Once Strand 1 is achieved, it is required to be maintained by gaining further points (3 points over 3 years).</p> <p>The planned TPDR process is likely to incorporate a review process that leads to goal setting and the development of an annual professional learning plan.</p> <p><b>How assessments are carried out</b></p> <p>There are no specific guidelines for the conduct of teacher performance assessments at this stage. It is anticipated that draft processes for assessing performance will be developed shortly for piloting in schools in 2012.</p> <p>Processes for managing poor teacher performance have been established.</p> <p><b>Connection to industrial agreements</b></p> <p>An early draft appendix on the role of a teacher will be inserted into the new industrial agreement that will come out of negotiations with the relevant union this year.</p> <p>The intention is to introduce to this appendix a level in the current classification of teachers scale where a teacher may progress from a Graduate Teacher to a Proficient Teacher by going through a process (yet to be worked through) that will validate such progression (or not).</p> <p>(The TCEO has not previously had teacher performance matters embedded in its industrial agreements).</p>		

## Tasmanian Catholic sector

### Analysis

#### Strengths

The P&D processes are still in the development stage. Nevertheless from early draft P&D documentation it appears likely that the planned TPDR process will:

- apply to all schools and teachers
- be based on an annual cycle consisting of an interview to set performance goals; regular conversations between teachers and their line managers; an end of year review process that will identify areas for improvement; and professional learning related to identified improvement needs
- be incorporated in the EBA.

#### Areas for development and issues

- It is not possible at this stage to identify issues or areas for development as the TPDR processes are still in the development stage and will be developed through consultation, piloting processes in selected schools and then refining these processes for whole sector adoption in 2014.

## Victorian government system

### Performance and development approach — VIC government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>Teacher performance and development has been governed by the operation of the prevailing EBA at the time.</p> <p>The existence of the DEECD's Performance and Development (P&amp;D) Culture framework means that teacher P&amp;D commonly is addressed in that context. The P&amp;D Culture framework comprises five elements that are specified in terms of three accreditation levels for schools:</p> <ul style="list-style-type: none"> <li>• Extent to which the school provides effective induction and mentoring support</li> <li>• Extent to which the school uses multiple sources of feedback to inform individual, team and collective practice</li> <li>• Extent to which individuals have a P&amp;D plan aligned to school goals and informed by feedback</li> <li>• Extent to which a professional learning strategy reflects individual, team and collective development needs</li> <li>• Extent to which individuals feel that the school has the internal capacity to engage in ongoing improvement.</li> </ul>	<p>The P&amp;D arrangements are designed to:</p> <ul style="list-style-type: none"> <li>• support the school in meeting its responsibilities to students, parents and the Government by linking staff performance with that of the school, Department and Government policies and targets</li> <li>• provide feedback on performance to support ongoing learning and development of staff, with a focus on how student learning can be improved</li> <li>• enhance the capacity of staff in promotion positions to apply the leadership and management competencies required in their positions</li> <li>• recognise effective performance through salary progression</li> <li>• provide a supportive environment for improving performance where the required standards are not met.</li> </ul>	<p><b>Connection to/use of professional standards</b></p> <p>Salary progression in Victoria is not automatic. Eligible employees must demonstrate that all the applicable Victorian professional teaching standards have been met through the P&amp;D process. Advancement from graduate teacher to accomplished teacher is subject to the teacher satisfying the applicable standards, as is advancement from accomplished to expert teacher. All professional standards must be met to achieve a satisfactory assessment.</p> <p>The standards used are employer standards that relate to career progression and the salary structure outlined in the EBA. While they try to encapsulate the intent of the Victorian Institute of Teaching standards for full registration, they differentiate between the classifications within the EBA. They are, in that sense, role-based prescriptions, albeit containing expectations around performance and behaviours, and hence also recognise that as teachers move up the structure they take on different roles. By contrast, the VIT standards for full registration are the same for all classifications.</p> <p><b>Procedures, including accreditation</b></p> <p>P&amp;D is a continuous cycle for all employees commencing 1 May each year and concluding on April 30 the following year, in line with the process for members of the Principal Class whose assessment depends on data that commonly is not available until that time. The cycle involves:</p> <ul style="list-style-type: none"> <li>• planning in April/May to prepare and agree performance plans with the principal</li> <li>• mid cycle review in September/October to discuss the teacher's progress</li> <li>• assessment of the teacher's performance against the Victorian professional standards in March/April</li> <li>• performance plans prepared and agreed with the principal in April/May for the next cycle informed by the outcome of the last cycle</li> </ul>	<p>The Human Resources P&amp;D Guide – Teacher Class includes advice on implementation of the process.</p> <p>A range of online resources have been developed for each element of the P&amp;D culture, based on identified successful school approaches. (A sample of these are provided as attachments to this report). These comprise resources to assist schools to:</p> <ul style="list-style-type: none"> <li>• provide effective induction and mentoring support, including induction checklists and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Performance and Development Culture, Revised Self Assessment Framework</li> <li>• Human Resources Performance and Development Guide – Teacher Class (Last updated, 4 August 2010)</li> <li>• Human Resource: Remuneration Teaching Service (last updated, 26 July 2010)</li> <li>• Victorian Schools Agreement 2008: A Guide for Principals</li> </ul>



## Performance and development approach — VIC government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>The fact a new EBA is being negotiated in 2012 means business as usual for the time being, but potentially could lead to changes in remuneration arrangements, the classification structure or any of the processes outlined in this report.</p>	<p>A key element of the Department's Teaching Service Remuneration Policy is 'Recognition and reward for the quality of the work and contribution to the achievement of improved learning outcomes for students in the government school system'.</p>	<p>The principal has ultimate responsibility for the P&amp;D assessment for each member of staff, though this can be assigned to a nominee, with the exception of the final assessment decision.</p> <p>A judgment that a teacher's performance is unsatisfactory can trigger separate unsatisfactory performance procedures.</p> <p>Teachers may lodge a grievance against any aspect of the P&amp;D process.</p> <p><b>Professional development/training requirements</b></p> <p>PD needs and proposed action for the next P&amp;D cycle should be identified as part of the P&amp;D process to support the teacher's ongoing learning and development, and their capacity to undertake their role effectively. In the case of a leading teacher, identifying PD to be undertaken that improves their capacity to undertake the leadership role is important. Proposed PD may encompass participation in appropriate programs and activities, leading or presenting at PD programs or activities, opportunities to access the support of a mentor or critical friend, whole school improvement activities, online training and professional reading. In completing the PD outcomes and achievements for the year in their performance plan, teachers should indicate ways in which their learning is being applied in the role.</p>	<ul style="list-style-type: none"> <li>• use multiple sources of feedback including mentoring, critical friend and learning walk processes, resources to guide reflection, pro formas for feedback, surveys and other resources</li> <li>• develop individual P&amp;D plans including sample plans, plan pro formas and teacher annual reviews</li> <li>• develop a professional learning strategy including material on mentoring and coaching, school professional learning plans and reports</li> <li>• develop the internal capacity to engage in ongoing improvement.</li> </ul>	

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>How assessments are carried out</b></p> <p>A formal mid-cycle meeting occurs between the principal and the teacher to discuss performance. Progress towards achieving the outcomes specified in the performance plan, in terms of meeting the applicable professional standards should be discussed and any refinement to the plan that is needed be agreed.</p> <p>Towards the end of April the following year, teachers complete the relevant sections of the performance plan setting out their achievements/ outcomes and verifiable evidence for these. The principal considers the achievements/outcomes and evidence in relation to each standard and makes a decision about whether the teacher has satisfied all the standards. Teachers are advised of the outcome of the assessment of their performance plan through a scheduled discussion with the principal where they are provided with comprehensive and constructive feedback as the basis for discussing specific areas for improvement and appropriate outcomes for the next performance cycle and PD action to be included in the next performance plan.</p> <p>Where a teacher does not meet one or more professional standards, the principal and/or other designated staff will work with them to identify the factors affecting performance and action is taken to support them to improve.</p> <p>All teachers, including those on the maximum salary for their classification, must have a performance assessment outcome recorded.</p> <p><b>Connection to industrial agreements</b></p> <p>The specific processes for teacher P&amp;D arise from the Victorian Government Schools Agreement, 2008 (due for renegotiation in 2012) and are outlined in a P&amp;D Guide. The agreement includes a specific commitment to 'system performance and development processes that recognise and affirm high performance, address underperformance and value continuous high quality professional learning'.</p>	<p>These are supplemented by case studies of schools nominated by regions for displaying exemplary P&amp;D culture practice.</p>	

## Victorian government system

### Analysis

#### Strengths

- Part of a broader framework for school improvement based on developing a P&D culture in schools. The framework and incentives initially used required schools to demonstrate that they had the necessary P&D processes in place and virtually all schools have now done that
- Involves an ongoing process linked to the development of individual performance plans
- The process is well-established in schools and all teachers have participated for some years in P&D discussions in the school
- Clear timelines for the process, including formal, scheduled mid cycle and end of cycle reviews
- Encouragement of the use of evidence and multiple sources of feedback
- Link to broader school and system objectives and priorities and to professional standards for teachers
- Accompanied by examples from schools, including tools and pro formas, for each element of the broader P&D culture framework
- Significant work is underway, particularly through a Performance Pay Trial, to support principals in giving constructive feedback and linking it to professional learning and development to improve. This work has included the development of a balanced scorecard for demonstrating that standards have been achieved and hence becoming more specific about the evidence required, and hence may help to address some of the areas for development and issues outlined in the next column.

#### Areas for development and issues

- The process does not require or promote ongoing informal feedback. This is not to suggest that it does not occur in many schools, since the P&D Culture accreditation process demonstrated that it does, but that it is not systematically required
- The link to salary progression decisions by the principal could detract from the potential for an open and honest exchange though, as indicated below, the denial of salary progression is extremely rare
- The fact that 98% of teachers are deemed satisfactory may suggest a need to support principals to differentiate performance more. This in part is seen as relating to the lack of any agreement about what quality teaching looks like in schools
- The timing of the cycle overlaps school years and would create problems when teachers move. It also means that their plans span school years and potentially shifting objectives
- There are no guidelines on acceptable types of evidence to demonstrate that the standards have been met. Schools decide on the evidence they will use — whether student outcomes, peer observation, student feedback, etc. — and the sort of evidence used varies from school to school. Some do have clear, contextualised behaviours that provide evidence of demonstrating the standards, but others do not
- There is no structured place in the process for direct observation of classroom teaching and learning
- There is some desire to tie elements of the approach to teacher P&D more clearly to the P&D Culture process — eg using the teacher performance and development process to reinforce the expectation that teachers work more in teams and develop greater consistency of effective practice.

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>Unlike the government and even some other Catholic sector authorities, the Catholic Education Commission Victoria (CECV)/ Catholic Education Office Melbourne (CEOM) is not an employing authority. Given this, it does not mandate but rather works in partnership with schools to develop policy frameworks and supports that guide planning and define priorities and approaches.</p> <p>Teacher performance and development is embedded in a number of sector policies rather than constituting a policy in its own right. For example, the School Improvement Framework includes a range of surveys administered by Insight SRC designed to gather feedback from staff, students and parents, such as the Staff Organisation Health surveys, that go to the issue of teacher quality, appraisal and feedback on a whole school basis. Similarly, the Leadership in Catholic Schools Framework promotes leadership actions conducive to teacher P&amp;D.</p>	<p>While there is no formal statement of principles underlying teacher performance and development, there are relevant principles underpinning the frameworks and support the CEOM provides on teacher P&amp;D, and hence its implementation in schools, in each of:</p> <ul style="list-style-type: none"> <li>the Performance Management Strategy for school leaders which, amongst other things, specifies that performance management aims to provide professional growth of the individual and teams within the Catholic school community to support the realisation of the Catholic School Vision, support the achievement of school goals, and be underpinned by principles of justice, equity</li> <li>the rationale for a P&amp;D Culture Project (referenced in Column 3) which is premised on the belief that effective schools embrace a culture of learning and improvement, a key component of which is providing objective, constructive and actionable feedback on teacher performance to enable them to grow professionally</li> </ul>	<p><b>Connection to/use of professional standards</b></p> <p>Clause 28.3 of the Victorian Catholic Education Multi-Employer Agreement 2008 specifies that a teacher is required to participate in an Annual Review Meeting with the principal or principal's nominee. The meeting is to be formative and focus on 'affirming achievement and suggesting avenues for professional development' in accordance with the skills identified in an appendix to the Agreement. These skills are outlined in terms of Standards of Professional Practice for teachers at classification levels Graduate 1 and 2 (in the three classification structure of Graduate, Accomplished and Expert) and Standards of Professional Practice for Accomplished and Expert Teachers. Each of these sets of Standards of Professional Practice is based on the Victorian Institute of Teaching's Standards for Full Registration of teachers, but with different dot point skill descriptors appropriate to the classifications involved.</p> <p>All professional learning organised by the CEOM is aligned to the VIT professional standards and schools are also urged to focus their professional learning and work on these.</p> <p><b>Procedures, including accreditation</b></p> <p>The Multi-Employer Agreement, as noted, requires an annual 'formative' review meeting between the teacher and the principal or principal's nominee, and specifies the focus as affirming achievement and suggesting avenues for professional development. Both the conduct of the meeting and the nature of evidence related to meeting the skills embodied in the standards used is determined by the school. Teachers, in this context, progress automatically on an annual basis from Graduate through to Expert, subject to years of experience specified in the agreement. At both Graduate 2 and Accomplished 5 teacher level, the agreement requires that the annual review meeting 'should be used for a more substantial formative review of the previous years and renewal of the teacher's performance for the future'. Again the approach and evidence used is determined at the school level.</p>	<p>The primary support to schools comes in the form of guiding frameworks and professional learning opportunities the CEOM provides and projects initiated that potentially can provide case studies and/or tools that schools can use. Some of the key supports in this regard are:</p> <ul style="list-style-type: none"> <li>the Performance &amp; Development Culture Project and associated workshops</li> <li>the CECV-VIT High Performing Teacher Project</li> <li>training and provision of in-school and external coaches</li> </ul>	<ul style="list-style-type: none"> <li>Victorian Catholic Education Multi-Employer Agreement 2008, Teachers: Salaries and Specific Conditions of Service</li> </ul>

## Victorian Catholic sector

### Performance and development approach — VIC Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>There is an expectation through these and other policies that schools address teacher P&amp;D as part of their focus on improving teacher quality. A lot of schools therefore have individual learning plans for teachers, though this is not systematically monitored by the sector.</p> <p>The sector's Multi-employer Agreement, which is due for renegotiation this year, has an expectation about an annual review meeting for teaching staff (See Column 3).</p>	<ul style="list-style-type: none"> <li>the rationale for a P&amp;D Culture Project (referenced in Column 3) which is premised on the belief that effective schools embrace a culture of learning and improvement, a key component of which is providing objective, constructive and actionable feedback on teacher performance to enable them to grow professionally.</li> </ul>	<p>The sector has initiated a CECV-VIT High Performing Teacher Project which potentially could influence the procedures used. In 2011 the project developed an evidence-based model for identifying and acknowledging high performing teachers in the sector and trialled it with a small number of teachers in Catholic schools. The process engaged teachers and leaders in critically reflecting on aspects of high performance as identified in the mandatory evidence distilled from the National Professional Standards for Teachers at the Highly Accomplished level.</p> <p>Participating teachers were expected to develop case studies of their work that illustrated mandatory evidence related to their professional learning, work with students, work with colleagues and work in their school and school community. They were required to also provide supporting documentation to illustrate the contribution of their work towards improved student learning. The case studies were supplemented by reports from two trained assessors (members of participating schools' leadership teams) who visited the teacher's school over two days, and contextualised references from the teacher's principal, a nominated colleague and a nominated member of the school community. Based on these multiple sources of evidence the project team decided whether the teacher had met the evidence criteria for high performance. Stage 2 of the project in 2012 will draw on the experience of Stage 1 to test a number of different models for assessment to identify a scalable approach that can apply across sector schools.</p> <p><b>Professional development/training requirements</b></p> <p>As indicated, the annual review meeting is designed to include a focus on 'avenues for professional development' in accordance with the professional standards used. The CEOM provides substantial professional learning opportunities that can be accessed as a result of PD needs identified through various means including the annual review meeting for each teacher, but this remains a matter for the leadership of the school.</p>	<ul style="list-style-type: none"> <li>the CEOM will be running a leadership conference in 2012 which has a focus on leaders' roles in relation to P&amp;D, which is seen as a stepping stone into the next phase of work related to teacher P&amp;D.</li> </ul>	

Performance and development approach — VIC Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>How assessments are carried out</b></p> <p>There are no specific guidelines for the conduct of assessments or process proformas to use in relation to the Annual Review Meeting. This reflects the level of school autonomy that exists and the consequent onus on the school leadership to devise its own approach.</p> <p>There is, however, a Performance and Development Culture (PDC) Project in place which involves a growing number of schools, and is helping to generate case studies and samples of approaches, pro formas, etc. on which Catholic schools can draw. The project is based on the premise that ‘an effective school provides all staff with objective, constructive and actionable feedback on their performance and opportunities for ongoing and responsive professional learning’. The initiative grew out of a partnership with the Victorian DEECD to implement the longer-standing government system’s Flagship Strategy 4: “Creating and Supporting a Performance and Development Culture in Schools” in Catholic schools. The PDC aligns with the four-year CEOM School Improvement Framework cycle, particularly the ‘Leadership and Management’ and ‘Learning and Teaching’ spheres. It provides professional learning workshops to schools which target a range of Performance and Development Culture-related areas, including effective feedback, and schools involved work towards formal accreditation in the same way as applies to government schools.</p> <p><b>Connection to industrial agreements</b></p> <p>As already indicated, the industrial agreement requires a formative annual review meeting, though progression through the teacher levels occurs on the basis of years of service.</p>		

## Victorian Catholic sector

### Analysis

#### Strengths

- The range of support in place for professional learning that promotes a culture of professional learning and feedback, underpins a focus on teacher development, and includes a number of opportunities for direct observation of classroom teaching and learning
- The CEOM works in partnership with Catholic schools to provide a range of frameworks and services which embed principles around teacher performance and development, and assist in developing the capacity of Catholic school principals, leaders and teachers
- The 'formative' focus of the annual review meeting and requirement that a formal meeting of this sort be held between each teacher and their principal/ nominee
- The growing focus within the sector on the importance of providing all staff with 'objective, constructive and actionable feedback on their performance, and opportunities for ongoing and responsive professional learning'
- Active engagement with VIT professional standards as a part of all professional learning the sector organises
- The use of School Improvement surveys that gather data and provide feedback to schools around school climate, and which incorporate information around professional growth, appraisal and recognition
- The sector partnership with the VIT to generate research and practice around an evidence-based model for identifying high performing teachers.

#### Areas for development and issues

- There is currently no specific policy framework addressing this area in its own right. The introduction of the National Professional Standards for Teachers may provide an appropriate context to consider such a policy framework to assist schools in developing effective school-based structures and processes around teacher performance and development
- The industrial agreement process does not address ongoing informal feedback
- There are no guidelines within the Multi-employer Agreement on acceptable types of evidence of performance against the standards. Schools decide on the evidence they will use — whether student outcomes, peer observation, student feedback, etc. — and the sort of evidence used varies from school to school. Similarly, there are no guidelines or pro formas on process which results in variability between schools
- There is no structured place in the annual review meeting process for direct observation of classroom teaching and learning, though observation exists within the context of other professional learning policies and practices.

## Western Australian government system

### Performance and development approach — WA government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>The WA Department of Education's Employee Performance Policy was put in place in 2010 and revised in 2011 to incorporate Principals' Performance Review. The Employee Performance Policy 2010 was revised to incorporate the statutory provisions for substandard performance that exist in the Public Sector Management Act 1994 WA (PSMA), (section 79) and generally streamline the previous policy.</p> <p>The legislative underpinning for performance management in the Department is a requirement in section 29 of the PSMA that chief executive officers evaluate the performance of their staff. There is a Commissioner's Instruction issued under the PSMA by the Public Sector Commissioner.</p>	<p>One intention of the 2010 Employee Performance Policy revision was to sharpen the aspect of accountability which historically had been suppressed in favour of a developmental focus.</p> <p>The Policy is predicated on the capacity of line managers identifying a range of performance from excellent to substandard and providing feedback and support to staff to address their particular needs.</p> <p>The Director General's Classroom First Strategy highlights the importance of effective performance management. The Strategy outlines that while the performance of each school is a key focus of accountability, so is the performance of each employee whether that is within a school or other Departmental workplace.</p> <p>"Performance management will provide the opportunity for each individual to demonstrate their achievements, examine areas of their work where they could improve, and get the help they need to do it."</p>	<p><b>Connection to/use of professional standards</b></p> <p>The Competency Framework for Teachers 2004 is the Departmental tool recommended as a reference for assessment against defined competency standards.</p> <p>The Competency Framework for Teachers describes three professional elements of teachers' work: attributes, practice and knowledge. (In future reference to the National Professional Standards for Teachers will be incorporated into the policy.)</p> <p>Separate industrial processes apply to the achievement of Senior Teacher status and Level 3 Classroom Teacher status.</p> <p>Senior Teacher is achieved by way of completing professional learning requirements and service at the top of the pay scale and attracts additional salary increment.</p> <p>Level 3 Classroom Teacher status recognises exemplary teachers who meet defined competency standards. Additional salary is paid to teachers who achieve this status. Teachers voluntarily apply for certification which is not connected to performance management. This process is undertaken centrally.</p> <p><b>Procedures, including accreditation</b></p> <p>The Employee Performance Policy states that all employees are to participate in a performance management process consistent with the Public Sector Standards on Performance Management where:</p> <ul style="list-style-type: none"> <li>• staff regularly demonstrate accountability for their performance</li> <li>• staff have access to growth and development opportunities that allow for employee interests</li> <li>• the process links to the intended outcomes of the Department's strategic directions.</li> </ul>	<p>Teacher Employee Performance Template (not mandatory).</p>	<ul style="list-style-type: none"> <li>• Competency Framework for Teachers (2004) WA Dept. of Education and Training</li> <li>• WA Department of Education's Employee Performance Policy (2010)</li> </ul>



## Western Australian government system

### Performance and development approach — WA government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>This Commissioner's Instruction is called the Performance Management Standard and establishes basic requirements pertaining to documentation and natural justice surrounding how the process should be conducted across the WA public sector. The linking of performance management with substandard performance, together with the industrial nature of this process, can colour the process of performance management in a negative way for some staff members.</p> <p>Aside from the legislative underpinning, the Employee Performance Policy rests on twin goals of accountability and development. Historically, accountability had been viewed as a separate process by teachers and principals, whereas performance management had been seen as largely developmental.</p> <p>The current policy conflates accountability and development under the guise of employee performance and recognises that both are key elements of how performance management is undertaken.</p>	<p>Performance management is defined as 'the formal and informal continuous process of evaluating and supporting an employee's performance in the workplace'.</p>	<p>All line managers are to conduct and document performance management with staff.</p> <p>However, although all schools understand the significance of performance management and the need to establish systems to ensure compliance, the extent to which the policy and practice is embedded necessarily varies across schools. Local practice is dependent on the strength and continuity of school leadership, the performance culture within the school and the length of time formal processes have been applied.</p> <p>Surveys conducted prior to the introduction of the current policy by centralised government indicated a patchy degree of engagement with performance management across schools. Reported compliance in 2011 was significantly higher at 80 per cent.</p>		

## Western Australian government system

### Performance and development approach — WA government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p>The procedures in the Employee Performance Policy stipulates among other things that:</p> <ul style="list-style-type: none"> <li>• teachers are to be provided with regular, timely and constructive feedback on their performance</li> <li>• teachers are to have a performance management plan (PMP) that contains appropriate goals, performance indicators, timeframes and agreed support that link to operational priorities</li> <li>• performance is to be reviewed in relation to the teacher's role and responsibilities and reference to the Competency Framework as outlined in the template recommended for the performance management of teachers</li> <li>• teachers are to self-assess and provide evidence of their performance in relation to job requirements and workplace priorities</li> <li>• informal and formal processes, including classroom observation, can form part of the review process</li> <li>• line managers are to schedule meetings to monitor teachers' performance against the PMP</li> <li>• line managers are to provide feedback and document performance in relation to the PMP</li> <li>• feedback should identify a range of performance from excellent to unsatisfactory</li> <li>• line managers are to identify professional learning that may assist the employee to achieve outcomes outlined in the PMP</li> <li>• grievance procedures can be initiated where a teacher is concerned with the review outcome or processes followed.</li> </ul> <p><b>Professional development/training requirements</b></p> <p>As stated above, it is expected that PD needs will be identified as part of the P&amp;D process to support the teacher's ongoing learning and development, and their capacity to undertake their role effectively. These are to be incorporated in teachers' PMPs.</p>		

## Western Australian government system

### Performance and development approach — WA government system

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>How assessments are carried out</b></p> <p>The current process does not mandate how performance management must be done or how frequently. There is flexibility for schools to adopt an approach that suits them which adheres to the procedural requirements contained in the Policy although it is expected that this will, in most cases, be a 12 month cycle.</p> <p><b>Connection to industrial agreements</b></p> <p>In the previous Agreement the Performance Management policy was replicated in the Agreement. This is no longer the case, although the recently negotiated Agreement is subject to members of the State School Teachers Union of Western Australia (SSTUWA) accepting the proposal at a ballot in February 2012. The Agreement states that any changes to the Policy first require consultation with the SSTUWA (i.e. an alteration to Performance Management policy still needs to be dealt with within an industrial context.)</p>		

## Western Australian government system

### Analysis

#### Strengths

- Staff believe that the performance management process allows them to demonstrate their progress with identified outcomes that are directly linked to employees' accountability
- The process is well-established in schools and teachers have participated for some years in P&D discussions in the school
- There is flexibility for schools to adopt an approach that suits their local circumstances
- Documentation is provided to guide performance improvement implementation (a template is available but not mandatory; other resources such as a powerpoint presentation, case studies and videos are available to assist)
- Direct observation of classroom teaching and learning is expected in the performance management process but it is not mandated.

#### Areas for development and issues

- The current process does not mandate how, how frequently and when performance management must be conducted but there is an expectation that it will be done over a 12 month cycle in most cases
- There are no guidelines on acceptable types of evidence. Schools decide on the evidence they will use — whether student outcomes, peer observation, student feedback, etc. — and the sort of evidence used varies from school to school. This is likely to result in variability and inconsistency between schools about judgements and assessments of performance
- Meaningful feedback varies in quality and quantity
- Continuity is not always maintained across schools or in a school with a changing leadership group
- Unlike many other public organisations the impact of poor performance on students, parents and staff can be difficult to manage given the nature of teaching
- The industrial legacy of performance management and substandard performance still has some bearing on how performance issues are viewed and managed
- Reporting of performance management processes is based on survey not hard data (for example a standard electronic reporting system) resulting in weaker evidence about quality and the extent of performance management across the system.

## Western Australian Catholic sector

### Performance and development approach — WA Catholic sector

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
<p>There is no common process for conducting performance and development reviews of teachers in Catholic schools.</p> <p>The Catholic Education Office only manages the performance review process for Principals. All other performance and development management/ appraisal processes for staff in Catholic schools is the responsibility of the Principal.</p>		<p><b>Connection to/use of professional standards</b></p> <p>Teacher's performance for registration and re-registration purposes is determined in relation to the Professional Standards for Teaching developed by the Western Australian College of teaching (WACOT).</p> <p>Principals determine their own processes for conducting reviews of teacher performance. Typically these do not include the use of WACOT professional standards as benchmarks for appraising staff.</p> <p><b>Procedures, including Accreditation</b></p> <p>Accreditation to teach in a Catholic school includes the requirement to participate in an orientation program and undertake six hours of Faith Story and Witness in their first year and to complete of three tertiary units (in the fields of Religious Education, theology or scripture) approved for Accreditation by the Catholic Education Office within five years of appointment.</p> <p>On completion of the components staff are issued with an Accreditation to Teach in a Catholic School certificate which is valid for five years. Staff are required to undertake a minimum of 30 hours of ongoing professional renewal every five years.</p> <p>Anyone holding a position that has tenure is required to go through an appraisal at regular intervals. At the end of tenure the position is re-advertised.</p> <p>Teacher review processes can be implemented in a variety of ways at the school, whilst still meeting the requirements of the EBA. The EBA stipulates that the appraisal shall be carried out by the school's appraisal committee and/or such other persons as are agreed between the employer and the teacher.</p> <p>The composition of the appraisal committee varies from school to school but would usually include the Principal, Deputy Principal and a line manager (e.g. the Head of Learning Area).</p>	<p>Most if not all schools have developed their own pro formas. There are no pro formas mandated by the Catholic Education Office.</p> <p>Principals share practices that work. Often outside consultants are invited to assist.</p>	<ul style="list-style-type: none"> <li>Western Australian Professional Standards for Teaching (<a href="http://www.wacot.wa.edu.au">www.wacot.wa.edu.au</a>)</li> <li>The Roman Catholic Archbishop of Perth Teachers Enterprise Bargaining Agreement 2009</li> </ul>

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p>The EBA states the appraisal is to be based on a ‘written set of criteria’. Typically, assessments are based on AITSL or WACOT Teacher Standards, and/or school based criteria developed from other instruments.</p> <p>Whilst it is up to individual schools to determine their review processes, typically this would involve teacher observation, 360 degree feedback, self-reflection and a formal interview with the Principal or Deputy Principal.</p> <p><b>Professional development/training requirements</b></p> <p>WACOT registers teachers for a 5 year period. Teachers are required to complete professional learning as part of their re-accreditation requirements.</p> <p>Professional learning for the re-accreditation must be linked to professional standards and be substantiated. Teachers need to demonstrate that they have engaged in a minimum of three out of 16 types of professional development activities listed by WACOT.</p> <p>Teacher accreditation can be revoked if a teacher fails to meet the continuing professional development requirements.</p> <p>WACOT provides substantial professional learning opportunities linked to the standards.</p> <p><b>How assessments are carried out</b></p> <p>Teacher review is the responsibility of the principal and is usually carried out by the school’s appraisal committee. There are no specific guidelines for the conduct of teacher performance assessments and there is significant variation between schools.</p> <p>Whilst evidence of achievement could be substantiated by reference to evidence derived from a self-review, student feedback, lesson documentation and classroom observations, there is no mandated process for validating teacher performance. It is up individual schools to determine the evidence that is required by a teacher to support performance claims.</p>		

Policy framework	Underlying principles	Processes	Supports and tools	Relevant documents
		<p><b>Connection to industrial agreements</b></p> <p>Teacher performance and development management/ appraisal processes are the responsibility of the Principal, as enunciated in their Contract of Employment under duties and responsibilities: '5.2.5 manages the supervision and evaluation of staff'.</p> <p>The Teachers' Enterprise Bargaining Agreement 2009 states that:</p> <ul style="list-style-type: none"> <li>• 'When a teacher accepts an appointment within the Catholic system in Western Australia for the first time, the appointment is probationary and as such the teacher is subject to professional appraisal in the second year of employment so as to confirm ongoing employment.' Clause 25 (1)</li> </ul> <p>Ongoing appraisal for teaching staff is referred to in Clause 22. It is only a brief outline of the process and its application varies widely from school to school. The EBA states that:</p> <p>(a) the appraisal shall be carried out by the school's appraisal committee and/or such other persons as are agreed between the employer and the teacher</p> <p>(b) the appraisal shall be based on a written set of criteria that shall be provided to the teacher prior to the appraisal process commencing</p> <p>(c) the teacher shall be provided with a written report, on the outcomes of the appraisal. The report shall clearly indicate the purpose of the appraisal, the format used and the results and recommendations arising out of the appraisal. Copies of all documentation relied upon by the employer, shall be provided to the teacher upon request.</p> <p>A review/appraisal process for staff holding leadership positions is required for their renewal of contracts.</p>		

## Western Australian Catholic sector

### Analysis

#### Strengths

- The expectation that teachers will participate in a performance review process is incorporated in the EBA
- The requirement that principals will implement a performance review process is incorporated in the Conditions of Service.

#### Areas for development and issues

- Practices for conducting PPPRs vary from school to school which is likely to result in variability and inconsistency between schools about judgements and assessments of performance
- The process may not require or promote ongoing informal feedback
- There is no requirement for direct observation of classroom teaching and learning
- What constitutes appropriate evidence of performance/achieving standards is likely to vary from school to school
- There may be no connection between teacher performance and development processes and teaching standards.



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[www.aitsl.edu.au](http://www.aitsl.edu.au)

Further information

Telephone: +61 3 9944 1200

Email: [certification@aitsl.edu.au](mailto:certification@aitsl.edu.au)

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